DOCUMENT RESUME

ED 198 768 HE 013 520

AUTHOR	Higbee, Homer, Ed.; Winters, Marjorie K., Ed.
TITLE	The Admission and Placement of Students from: Hong Kong, Malaysia, Philippines, Singapore. Report of a Workshop (Baguio, Philippines, February, 1979).
INSTITUTION	American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
SPONS AGENCY	College Entrance Examination Board, Princeton, N.J.; EXXON Education Foundation, New York, N.Y.; Henry Luce Foundation, New York, N. Y.
PUB DATE	May 80
NOTE	307p.; Parts marginally legible.
AVAILABLE FROM	National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009 ($4.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Records; *Admission Criteria; *College Admission; College Curriculum; *College Students; Comparative Education; Educational Assessment; Educational Environment; Elementary Secondary Education; *Foreign Countries; *Foreign Students; Higher Education; Institutional Characteristics; Postsecondary Education; Program Descriptions; School Organization; *Student Placement; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS	*Asia; Hong Kong; Malaysia; Philippines; Singapore

ABSTRACT

Recommendations concerning the admission and placement of students from Hong Kong, Malaysia, the Philippines, and Singapore are presented along with results of a review of the system of education within each country. The information was gathered by teams of U.S. and Canadian educators. For each country, information is presented on the country, the people, the government, the structure of education, the language of instruction, the academic year, preschool programs, primary education, secondary education, and tertiary education. Additional areas of analysis include: transcripts; standardized tests; the technical/vocational educational programs; public and private institutions; accreditation; certificates, diplomas, and degrees; academic curricula; college entrance examinations; grading scales; and teacher education. Information on curricula and characteristics of specific institutions, placement recommendations for U.S. admissions officers, and sample record forms and transcripts are presented. (SW)

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The Admission and Placement of Students from:

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Report of a Workshop
February, 1979
Baguio, Philippines

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THE JOINT COMMITTEE ON WORKSHOPS
The National Association for Foreign Student Affairs
The American Association of Collegiate Registrars and Admissions Officers
May 1980

HE 013 520

PREFACE

This report is the result of a workshop conducted in February 1979, designed to study the educational systems of Hong Kong, Malaysia, the Philippines, and Singapore. The material for this report was carefully gathered from an in-depth review of each country's educational system by teams of selected U.S. and Canadian educators who worked closely with government officials and educators from the countries involved. Each country's team has prepared a written report that hopefully will assist admissions officers and foreign student advisors in making educational decisions with regard to students from these countries.

The East Asian Admissions and Academic Placement Workshop was the twelfth in a series of highly significant overseas workshops under the direct sponsorship of the Joint Committee on Overseas Workshops (JCOW), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the National Association for Foreign Student Affairs (NAFSA). These workshops have dealt with the problems surrounding the evaluation of educational credentials of students from other nations applying for admission to institutions of higher learning in the United States. In addition, the workshops have been beneficial to both the host countries and the participants as they provide opportunities for gaining insight into the culture of each country and the forces that shape their educational development.

Eighteen participants with admissions and foreign student advising backgrounds were selected from a large number of applicants. Every effort was made to select a group of participants whose composition would reflect the diversity of the American educational system with respect to size, purpose, location, curricula, and number of enrolled foreign students. The participants are expected to continue their demonstrated commitment to international education activities by assuming responsibilities for disseminating workshop findings and sharing experiences with their colleagues throughout the United States and Canada.

Prior to departure, the group was divided into teams (by country) and assigned specific reading and writing responsibilities, the overall objective being to draft a composite preliminary report based on available written information that could be verified and updated during the on-site visit to each country. The participants met as a group at the East-West Center, University of Hawaii, Honolulu, on February 2 and 3 for an orientation program that dealt with background reports, cross-cultural and comparative education presentations for each country, and general planning for the workshop.

On February 4 the entire group departed for Manila. From Manila one team went directly to Singapore and Malaysia; one team went directly to Hong Kong for five days and then returned to work in the Philippines for five days; and two teams of participants remained in the Philippines. On February 16 all of the participants convened at Baguio in Northern Luzon, Philippines, for a five-day summative seminar held in conjunction with a distinguished group of Filipino educators and government officials.

The purpose of the summative seminar was to allow each team to present their preliminary findings and placement recommendations, provide an opportunity for critiquing by the entire group, and provide time for intense writing and rewriting of reports. A highlight of the seminar was the opportunity to participate in several well-planned cultural activities and to share our experiences with our Filipino colleagues. The seminar concluded on February 20, and on the next day the participants departed for the United States.

A workshop of this magnitude has taken nearly three years from initial planning to completion of the final report and could not have become a reality without the endorsement and support (logistical and funding) of many organizations and people.

Funding support for the workshop was provided by the following:

The Henry Luce Foundation, New York
Exxon Education Foundation, New York
College Entrance Examination Board, Princeton
Graduate Management Admissions Council, Princeton
IBM World Trade Americas/Far East Corporation, New York
Test of English as a Foreign Language (TOEFL), Princeton
International Education Research Foundation, Los Angeles
Agency for International Development, Washington D.C.
International Communications Agency, Division of Student Support Services, Washington D.C.
Philippine Airlines, Manila
Ministry of Tourism, Philippine Government, Manila
Ministry of Education and Culture, Philippine Government

Many individuals provided the support and assistance so necessary to plan and execute the workshop: the members of the Joint Committee on Overseas Workshops (JCOW); staff members at NAFSA and AACRAO; the East-West Center staff; the Institute of International Education, particularly the services of Dr. John Brohm as consultant on Hong Kong, Malaysia, and Singapore; the colleges and universities for their support to the participants; the educators and government officials from Hong Kong, Malaysia, the Philippines, and Singapore who planned our daily itineraries, provided transportation, and worked tirelessly with us each day; and the U.S. or binational officials in each of the four countries.

A very special debt of gratitude is owed to Ambassador Ernesto Pineda, Consul General of the Philippines, for his perception of the value of such a workshop and for his continued unselfish support from the initial planning stages through completion of the workshop. His friendship, interest, and encouragement provided reassurance to the project director. We are particularly grateful to Dr. Antonio Dumlao, Director of Higher Education Ministry of Education and Culture; his assistant Dr. Concesa *Milan*-Baduel; and their staff for their tireless efforts in providing a superb program of institutional visits and cultural experiences for the workshop participants. The planning and support of these people was invaluable to the success of the workshop. The Ministry of Education and Culture and the Ministry of Tourism generously provided lodging accommodations, transportation, and staff assistants throughout our travel in the Philippines. We would also like to express our sincere gratitude to each of the many institutions and agencies we visited for their gracious hospitality and for allowing us to interrupt their schedules and programs. The workshop could not have been held without this genuine interest and support.

A great deal of the credit for the success of this workshop must be attributed to the participants and the administrative staff. The preliminary planning and writing, the extensive travel, and the many long days of work during the workshop were true tests of their professionalism, and they responded beyond expectations. The team leaders, the assistant director Jack Hoover, and the report editor Homer Higbee provided continuity and direction in a most capable fashion and were invaluable as resources and advisors to me in my role as director. It would be remiss if I didn't mention the highly significant contribution made by the two observers, Mrs. Ruth Storey of the International Education Research Foundation and Mr. Protase Woodford of the Educational Testing Service, who participated with us throughout the workshop.

Finally, I would like to express by personal gratitude to my colleagues at Northwestern Michigan College for their understanding and support during the past several months, especially Dr. John Anderson, Northwestern Michigan College, for editing the Hong Kong section of the report and my secretary Dawn Bauer for her loyalty and hard work, without which I could have not fulfilled my role as director.

This report and the placement recommendations for each section are the result of a careful review of the system of education within each country and suggest qualitative and quantitative considerations that should be made before educational decisions are reached. Users are reminded that this report is presented to the admissions community as a general guide and that each institution should consider its own experiences in making decisions consistent with institutional policy and requirements. Also, it should be noted that there are continual educational developments in the four countries studied and that, as this report is being printed, some of its material may already be outdated. Information on previous workshop reports and other resources may be obtained by writing NAFSA, 1860 19th Street N.W., Washington, D.C. 20009.

Lornie Kerr
Director

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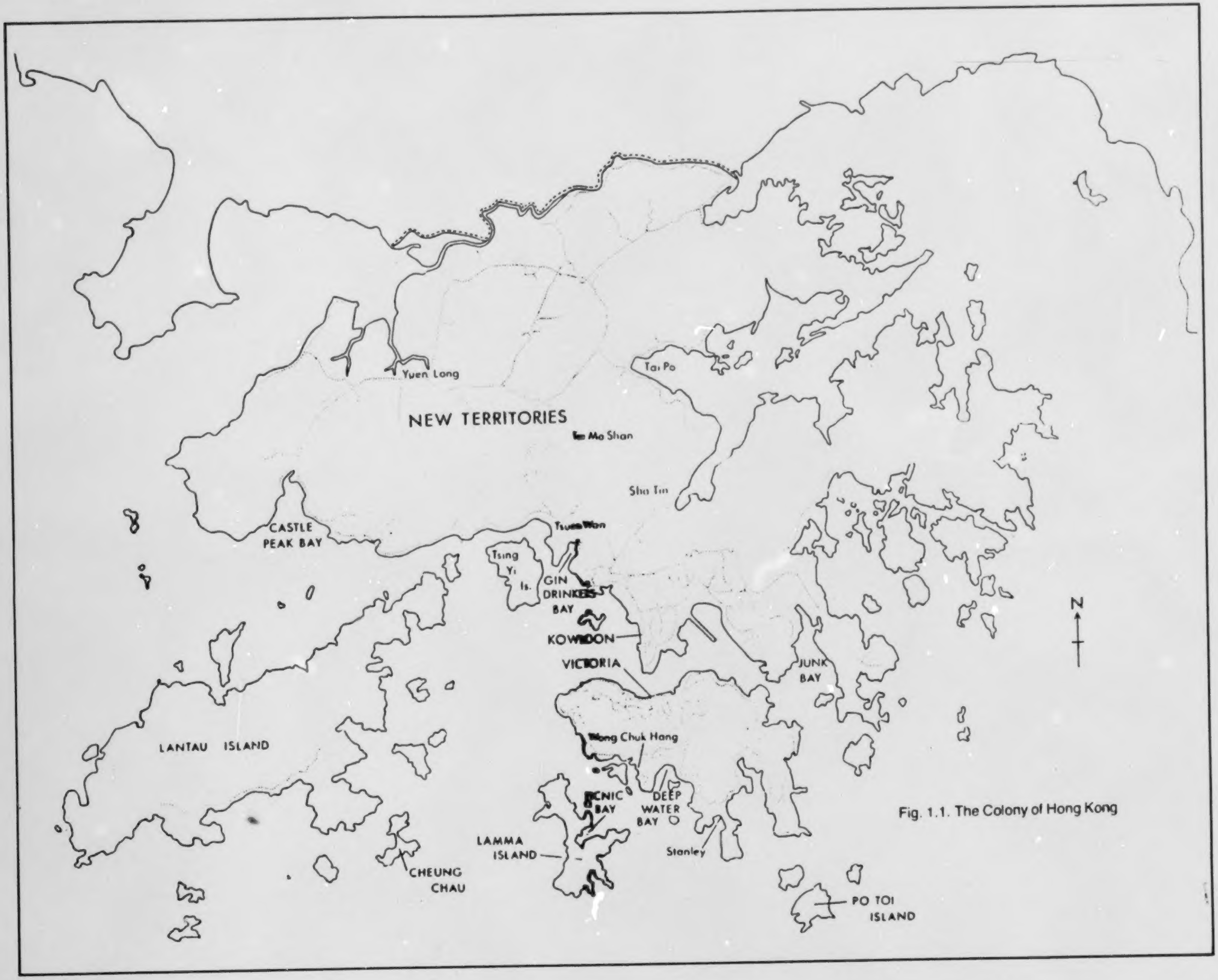
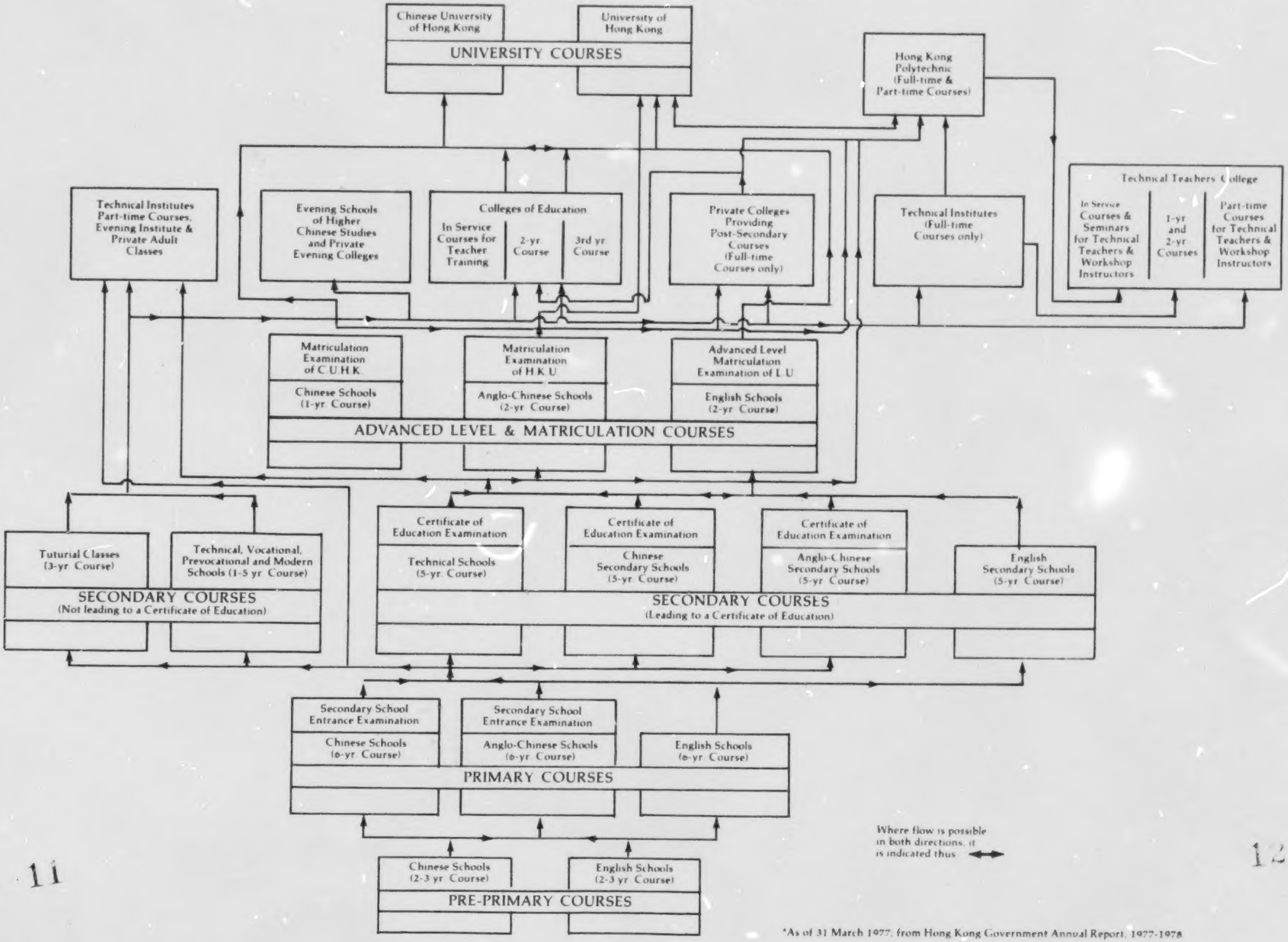

Yuen Long
NEW TERRITORIES
Tai Mo Shan
Tai Po
Sha Tin
CASTLE PEAK BAY
Tsuen Wan
Tsing Yi Is.
GIN DRINKERS BAY
KOWLOON
VICTORIA
JUNK BAY
N
LANTAU ISLAND
Wong Chuk Hang
PICNIC BAY
DEEP WATER BAY
LAMMA ISLAND
Stanley
CHEUNG CHAU
PO TOI ISLAND

Fig. 1.1. The Colony of Hong Kong

THE EDUCATION STRUCTURE*


Chinese University of Hong Kong
University of Hong Kong
UNIVERSITY COURSES
Hong Kong Polytechnic (Full-time & Part-time Courses)
Technical Institutes Part-time Courses, Evening Institute & Private Adult Classes
Evening Schools of Higher Chinese Studies and Private Evening Colleges
Colleges of Education
In Service Courses for Teacher Training
2-yr. Course
3rd yr. Course
Private Colleges Providing Post-Secondary Courses (Full-time Courses only)
Technical Institutes (Full-time Courses only)
Technical Teachers College
In Service Courses & Seminars for Technical Teachers & Workshop Instructors
1-yr and 2-yr Courses
Part-time Courses for Technical Teachers & Workshop Instructors
Matriculation Examination of C.U.H.K.
Chinese Schools (1-yr. Course)
Matriculation Examination of H.K.U.
Anglo-Chinese Schools (2-yr. Course)
Advanced Level Matriculation Examination of L.U.
English Schools (2-yr. Course)
ADVANCED LEVEL & MATRICULATION COURSES
Tutorial Classes (3-yr. Course)
Technical, Vocational, Prevocational and Modern Schools (1-5 yr. Course)
SECONDARY COURSES
(Not leading to a Certificate of Education)
Certificate of Education Examination
Technical Schools (5-yr. Course)
Certificate of Education Examination
Chinese Secondary Schools (5-yr. Course)
Certificate of Education Examination
Anglo-Chinese Secondary Schools (5-yr. Course)
English Secondary Schools (5-yr. Course)
SECONDARY COURSES
(Leading to a Certificate of Education)
Secondary School Entrance Examination
Chinese Schools (6-yr. Course)
Secondary School Entrance Examination
Anglo-Chinese Schools (6-yr. Course)
English Schools (6-yr. Course)
PRIMARY COURSES
Chinese Schools (2-3 yr. Course)
English Schools (2-3 yr. Course)
PRE-PRIMARY COURSES
Where flow is possible in both directions, it is indicated thus ⟷

*As of 31 March 1977; from Hong Kong Government Annual Report, 1977-1978

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HONG KONG

". . . a barren island with hardly a house upon it."
Lord Palmerston, 1841

INTRODUCTION

THE COUNTRY

Hong Kong adjoins the Chinese Province of Kwangtung on the southeastern coast of the China mainland. The geographic, political, and socioeconomic boundaries include the "island" of Hong Kong, Stonecutters Island, Kowloon peninsula, and the New Territories. The total land mass comprises approximately 404 square miles, which is slightly larger than San Diego, California.

The greater part of the colony's land mass is rolling fields, quiet wooded hills, lush valleys, and beaches. Although Hong Kong lies within the tropics with an annual rainfall of seventy-five inches, it enjoys a variety of weather from season to season—unusual for tropical locations.

Nearly 80 percent of the country is uncultivable. The arable land is about 1,340 acres, and the agricultural work force represents 5 percent of the population. The cultivated region lies in the New Territories. Primary agricultural products include vegetables, pigs, chickens, and fish. Most of the needed food supplies are imported from the Peoples Republic of China. Hong Kong's economy is, for the most part, keyed to export-oriented light industries. The textile and clothing industry dominates the manufacturing sector and accounts for 47 percent of domestic exports by value. Other manufacturing products include toys, transistor radios, watches, clocks, and electronic components. Although Hong Kong has no natural resources, the per capita GNP is second in Asia. Japan is first.

THE PEOPLE

About 4 1/2 million persons populate Hong Kong. Nearly all of them (98 percent) are Chinese. The official language is English, but Cantonese is the Chinese dialect spoken by most of the population.

There is a high degree of religious diversity among the population. About 88 percent practice forms of Confucianism, Islam, Hinduism, Taoism, Buddhism (the most prevalent), and ancestor worship. The remaining 12 percent are Christians, divided equally between Protestant and Catholic.

Three-fourths of the population of Hong Kong ("Fragrant Harbor") live on thirteen square miles of built-up land around the cities of Victoria and Kowloon; the density is ten times that of New York City. Nearly 42 percent of the population is under 20 with a median age of 23.7 years. The literacy rate is 75 percent.

Cantonese, Hakka, Tanka, and Hoklo make up the indigenous population of the New Territories. The Cantonese and Hakka groups are traditionally land dwellers whereas the Tanka and Hoklo are boat dwellers. These peoples differ in physical appearance, dress, and customs. The Cantonese form the largest community in the New Territories, and their oldest villages have a history of continuous settlement dating back to the eleventh century. The Hakka people began to enter this region about the same time as the first Cantonese; and while there have been periods of strife, relations between them are now peaceful. The Tanka and Hoklo have been in the region since time unknown and speak their own distinct dialects of Cantonese. The Tanka people are more numerous than the Hoklo people and are the principal seafaring people of southern China.

The Chinese population in Hong Kong has fluctuated in direct relation to economic and social conditions in neighboring Kwantung province of the People's Republic of China. Since 1949, with the establishment of the Republic, there has been a continuous flow of both legal and illegal immigrants.

It is important to recognize that, although most of these people have been raised in a British colony, they have retained their own traditions and way of life and have a tremendous sense of national pride. They are conscious of sharing with all Chinese a civilization traceable back to 4,000 B.C.

THE GOVERNMENT

Hong Kong is a British Crown Colony. The governor, who is appointed by and represents the queen is, in a real sense, head of the government. The Executive Council (composed of fourteen appointed members) is primarily a consultative body to advise the governor. The governor is required to consult the council on all important matters of policy. The Legislative Council (LEGIO) has two primary functions: (1) to enact legislation and (2) to control the expenditure of public funds. LEGIO is similar in operation to the House of Commons. The acts of this council become law after approval by the governor and the queen, either of whom may disallow them.

Judges are appointed and the function of the judiciary is to try all prosecutions and to determine civil disputes. The judiciary is independent of the executive and legislative bodies of government. Hong Kong's foreign relations are the responsibility of the British government, but in the sphere of external trade a considerable degree of latitude is permitted. Defense of the country is in the hands of the British armed forces.

THE EDUCATIONAL SYSTEM

History

The complex educational system of Hong Kong, with Anglo-Chinese schools, Chinese schools, and a few purely English schools, has evolved over a long period of time. The first grants to education from public funds were awarded to the Chinese vernacular schools in 1847 and were administered by an "education committee." The earliest schools were founded by missionary groups who have received grants and subsidies since 1837 and have modeled these schools mainly on Western bases. New types of institutions have developed as the needs of Hong Kong's population changed. In 1887 the College of Medicine for the Chinese was founded. One of its first graduates was Sun Yat-sen, who later founded the Chinese Republic.

Probably the main educational advance was the founding, in 1911, of the University of Hong Kong, which took over the work of the Hong Kong College of Medicine and the Technical Institute. After 1926 a system of Anglo-Chinese schools was developed offering a modified version of British schooling. The language of instruction was English.

Educational Objectives

Initially, two major points must be clarified. (1) The government does not philosophize or plan in the abstract sense; it reacts as necessity demands. As stated in the "White Paper" (October 1978), "no statement of policy should seek to impose a fixed pattern on future development. Education policy must be subject to continuous process and be receptive to new ideas." (2) It is equally important to note that from a Chinese parent's point of view education is a good thing if it leads to a good job; and it is a good thing in the eyes of big business if it delivers skilled manpower in the required numbers. Otherwise, it is a waste of money (*London Times*, 9 August 1978).

The government's main priority during the past two decades has been the progressive extension of the period of universal education. The initial goal was to make primary education available to all. By 1871 there were sufficient primary school facilities for all children, and steps were taken to provide primary education on a free and compulsory basis.

Beginning in 1978, every Hong Kong child will have nine years of basic education; it will be free and compulsory and will continue to the child's fifteenth birthday or until completion of Form III. The powers of the Director of Education to enforce school attendance will be extended until they cover children up to their fifteenth birthday who have not yet completed Form III. Beyond this stage, education will remain voluntary and diverse to accommodate different aptitudes and inclinations of students and their desire to continue study full or part-time in combination with employment.

There is a continuing decline in the size of the 15-year-old population, and the government is adjusting its educational program in response to this trend. The plan now is to increase the number of subsidized school places for Form III finishers, which was less than 21,000 in the 1977-78 school year, to about 57,000. This would provide for about 60 percent of the 15-year-old population (senior secondary places, Forms IV-V) in September 1981 and over 70 percent by September of 1986. The school building program will be adjusted to meet the newly anticipated trend of the student population: that is, conversion of primary schools, building additions to existing schools, introducing Form IV-V classes in secondary modern schools (which have hitherto offered only junior secondary classes), and buying places in private nonprofit-making schools, altering class structure-flotation (more intensive use of teaching facilities by providing more classes than classrooms in a school). This building program will continue between 1981 and 1986, only insofar as it is necessary to make up for the loss in junior secondary places resulting from the restructuring of classes and the opening of special classes. For this purpose, in addition to the 102 new secondary schools in the building program, nine prevocational schools and five standard schools may be required, mainly in the developing New Towns, thus raising the number of new schools to 116.

In order to meet the needs of the growing population and industry the government is keenly aware of the changes needed in the other phases of education. Capacity for 12,700 places in first-year courses at the post-Form III level will be provided in technical institutes by 1981. A sixth technical institute (at Tuen Mun) is expected to be needed by 1984. Upon completion of this new institute, there will be a total capacity, in craft-level courses, of about 15,000 Form III finishers.

The government recognizes the importance of striking a balance between courses at different levels so that the structure of education can meet the range of employment opportunities and the aptitudes of the students. Special recommendations have been made regarding the improvement of teacher education, and measures have been taken which will provide a strong inducement to those who make teaching their career. Regarding tertiary education, after the approved target for the current triennium of 10,330 students in 1980-81 has been achieved, the government proposes that the combined undergraduate population at the two universities, Chinese University of Hong Kong and Hong Kong University, should grow at 3 percent annually. On this basis the university student body would be more than 12,000 students by the mid-1980s. The Polytechnic (expecting to accommodate 12,000 students by early 1980) will also be asked to develop proposals regarding the feasibility of a limited degree program and advise about issuing appropriate degrees or awards. There will continue to be close consultation between the Polytechnic and technical institutes concerning curriculum planning.

The government recognizes the value of adult education. Opportunities are already available in Hong Kong through a rich variety of social, educational, cultural, and recreational activities provided by many private and public organizations. The government's contribution has come through the Education Department or by publicly financed institutions of higher education. The "retrieval" general education courses will continue and be directed to assist voluntary organizations to complement the Education Department's courses. Proposed courses include: improving basic literacy in Chinese, general education for particular groups (such as factory workers, etc.), reorientation, and Cantonese-language courses for newcomers to Hong Kong from other parts of Asia.

Legal Basis

The responsibility for education in Hong Kong rests with the government's Education Department and its appropriate divisions or sections. As indicated previously, however, educational policy is heavily influenced by the needs/desires of the community. In October 1978 the government, in response to a suggestion from the Board of Education, agreed to an overall review of the educational system. It will be conducted by a mixed group of local residents and overseas experts. The main aim of the review will be to consider the interrelationship of each part of the educational service and the effectiveness of its contribution.

As of 1 August 1977 the independent Hong Kong Examinations Authority (established 5 May 1977) assumed the responsibility for conducting the Hong Kong Certificate of Education examination, primarily held for students who have completed secondary education up to Form V. The authority also will administer the matriculation examination of the Chinese University of Hong Kong beginning in 1979 and the advanced-level examination of the University of Hong Kong beginning in 1980. On 1 September 1977 the authority also assumed the responsibility for conducting all overseas examinations. These examinations include the General Certificate of Education, the Test of English as a Foreign Language (TOEFL), and other examinations.

The Education Department's Advisory Inspectorate has the primary responsiblity for promoting quality in the classroom. It maintains close liaison with local examination authorities as well as other bodies. The inspectorate runs three centers concerned with the teaching of the Chinese languages, English, and mathematics and provides a wide range of audio-visual material to schools.

Other sections of the Education Department have specific responsiblities for assisting the educational program. Some of these are the Cultural Crafts Center, Educational Television Service, music, physical education, and recreation.

The Student Section of the Hong Kong Government Office in London is responsible for keeping records of all Hong Kong students in Britain who registered with the Education Department before leaving Hong Kong. The Overseas Students and Scholarships Section of the Education Department assists students who wish to study in Britain and other English-speaking countries.

In 1977-78 the Hong Kong government invested 20 percent (HK $1,658 million) of its total expenditure on education. This expenditure enabled about 30 percent of the population to attend classes at some 2,500 schools, four technical institutes, three colleges of education, a technical teachers' college, a polytechnic, and two universities. It is anticipated that public expenditure on education will continue to rise to meet plans for the further expansion of educational opportunities.

In order to provide additional sources of funds, the government is proposing a higher fee structure for senior secondary Forms IV-VI. The increase in fees will be implemented gradually. It is also the government's aim to develop a simplified financial structure with more uniform financial assistance. Some progress towards this goal has already been made with the conversion of thirty-six partially assisted private schools to fully aided status in September 1978.

It is proposed that the levels of assistance under the student finance plan for college of education students be improved beginning 1979-80. The maximum maintenance grant would be set at HK $2,000 per annum for full-time students at all stages of their initial training and the interest-free loans be raised to a maximum of HK $2,400 per annum.

The government intends to regularize the role of postsecondary colleges, which the Post Secondary Colleges Ordinance envisaged as private institutions offering four-year courses for Form V finishers. Specific proposals have been made to insure the maintenance of reasonable standards and keeping costs at a level that most students can afford. Financial support for educational institutions is classified as follows:

1. Government schools—those owned and financially operated wholly by the government; available to those scoring highest on the Secondary School Entrance Examination (SSEE).

2. Aided schools— those operated by voluntary bodies and assisted financially by the government; available to those scoring in category next to highest on SSEE.

Assistance may be per capita (student) or per places purchased.

3. Private schools—those which receive no government aid whatsoever; they are operated wholly by private groups or individuals and registered but not inspected.

Structure

The sequence of educational levels in Hong Kong is as follows:

1. Preprimary (kindergarten, ages 3-5)
2. Primary (grades 1-6, age 6-11)
3. Secondary (grades 7-11, Forms I-V)
4. Technical institutes
5. Hong Kong Polytechnic
6. Matriculation course for university (grades 12-13, Form VI)
7. University of Hong Kong
8. Chinese University of Hong Kong
9. Teacher education
10. Adult education

Academic Year

The academic year in Hong Kong is patterned after Western calendars and generally runs from September to June.

Language of Instruction

From the beginning, English was the medium of instruction in government schools, at least above the elementary level. Chinese schools, patterned after the traditional schools in China, also emerged early in the history of the colony. Today, schools in Hong Kong fall into one of three categories according to the language of instruction and the type of curriculum. They are (1) Anglo-Chinese schools, (2) Chinese schools, and (3) English grammar-type schools.

PREPRIMARY, PRIMARY, AND SECONDARY EDUCATION

PREPRIMARY PROGRAMS (optional, ages 3, 4, and 5)

A total of 786 kindergartens provide education for about 172,000 children in the 3- to 6-year-old age group, and enrollments are rising. These private institutions are registered with the Education Department and are supervised by the Advisory Inspectorate. Government assistance includes grants of Crown land, exempting nonprofit bodies from paying rates; allocation of premises in public housing estates; and provision of teacher training and related subsidies and services.

PRIMARY EDUCATION (compulsory, ages 6-11)

Free compulsory primary education was offered in all government Chinese primary schools and in the majority of aided primary schools in September 1971. The aim of the six-year primary course is to provide a good, general education appropriate to the age range and particular environment of the children. Under the Education Ordinance, the Director of Education has the power to order parents to send children to primary school if it appears that they are being withheld without a reasonable excuse. These powers are exercised only after careful investigation of family circumstances and the need of the child. Parents can appeal to a special board of review if they wish. There has been a downward trend in primary school enrollment in the recent years following a decline in the birth rate.

The majority of the primary schools are Chinese with English taught as a second language from the second year. For children whose first language is English, there are ten schools, including five operated by the government, three by the English Schools Foundations, and two by private bodies. Almost all government and aided schools and some private schools operate in two sessions, from 8:00 A.M. to 1:00 P.M. and from 1:30 P.M. to 6:00 P.M.

EXAMINATION AFTER PRIMARY

Until May 1977 Primary 6 (grade 6) finishers could sit for the competitive external Secondary School Entrance Examination (SSEE), consisting of one paper each in Chinese, English, and arithmetic to determine eligibility for places in government and goverment-aided secondary schools or subsidized places in private secondary schools.

Since May 1977 the Secondary School Entrance Examination (SSEE) has no longer been conducted by the Education Department. Form I places (first year) in secondary schools are now provided for all Primary 6 finishers and will be allocated under a new system based on internal assessment in the schools and a centrally adminstered academic aptitude test.

SECONDARY EDUCATION

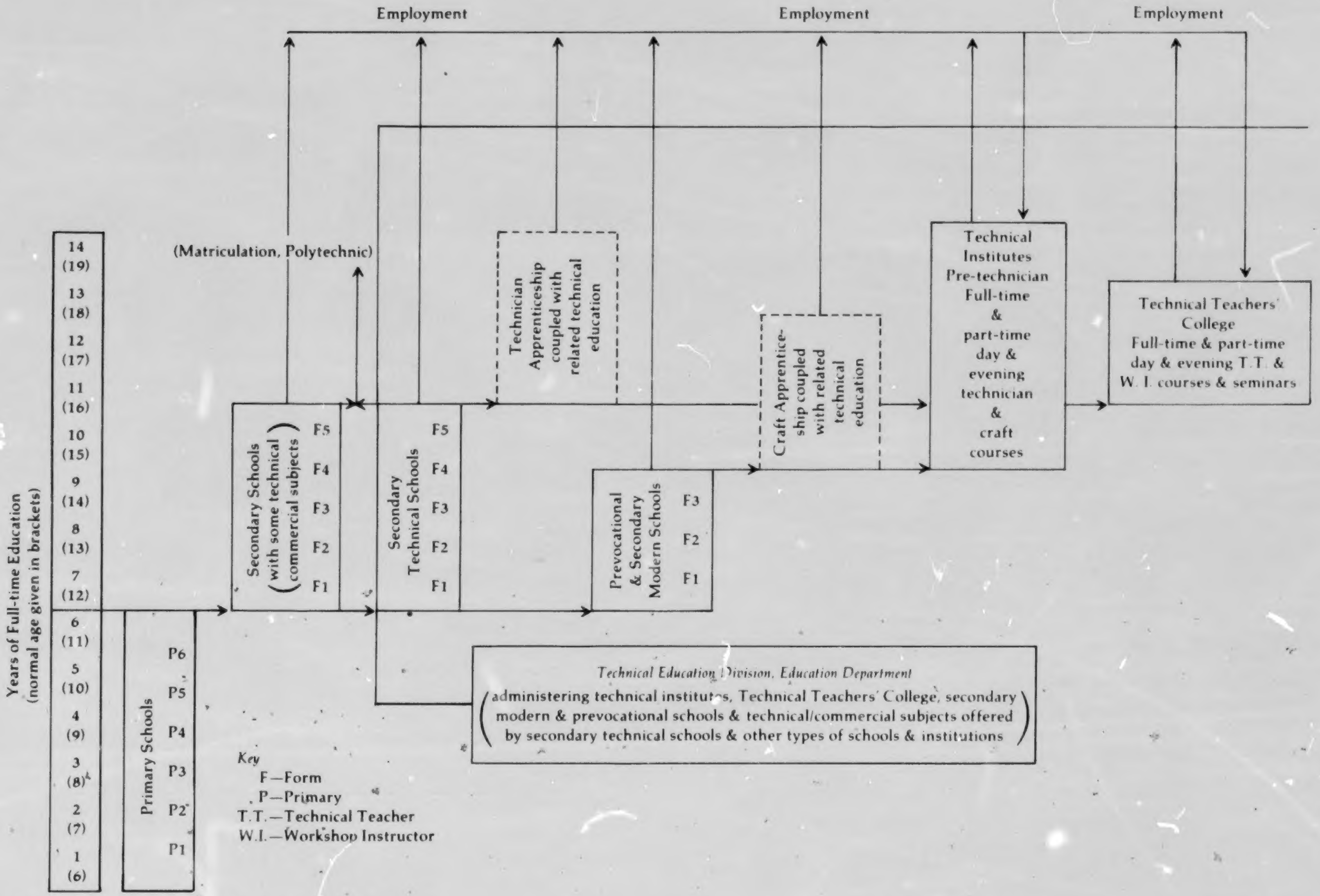
Schools

There are three main types of schools leading to the Hong Kong Certificate of Education Examination.

Anglo-Chinese grammar schools, which enroll the greatest number of students, teach in English with Chinese as a second language. The five-year course leads to the Hong Kong Certificate of Education

COURSE STRUCTURE OF TECHNICAL EDUCATION UNDER EDUCATION DEPARTMENT

(normal progress routes only are shown)

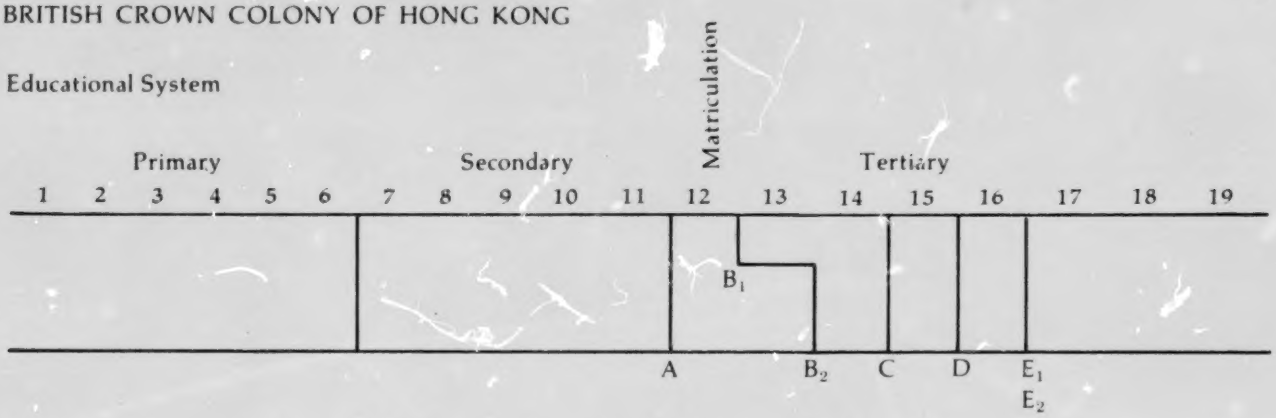

Employment
Employment
Employment
(Matriculation, Polytechnic)
Years of Full-time Education (normal age given in brackets)
14 (19)
13 (18)
12 (17)
11 (16)
10 (15)
9 (14)
8 (13)
7 (12)
6 (11)
5 (10)
4 (9)
3 (8)
2 (7)
1 (6)
Primary Schools
P6
P5
P4
P3
P2
P1
Secondary Schools (with some technical commercial subjects)
F5
F4
F3
F2
F1
Secondary Technical Schools
F5
F4
F3
F2
F1
Prevocational & Secondary Modern Schools
F3
F2
F1
Technician Apprenticeship coupled with related technical education
Craft Apprenticeship coupled with related technical education
Technical Institutes Pre-technician Full-time & part-time day & evening technician & craft courses
Technical Teachers' College Full-time & part-time day & evening T.T. & W. I. courses & seminars
Technical Education Division, Education Department
(administering technical institutes, Technical Teachers' College, secondary modern & prevocational schools & technical/commercial subjects offered by secondary technical schools & other types of schools & institutions)
Key
F—Form
P—Primary
T.T.—Technical Teacher
W.I.—Workshop Instructor

Source: Hong Kong Government *Annual Report, 1977-78.*

Footnote: Appropriate bridging facilities are provided between the technical institutes and the Polytechnic.

BRITISH CROWN COLONY OF HONG KONG

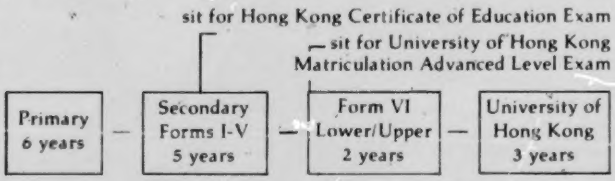
Educational System


Matriculation
Primary
Secondary
Tertiary
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
B$_1$
A
B$_2$
C
D
E$_1$
E$_2$

Advanced degrees and diplomas will be noted under the appropriate awarding institutions.

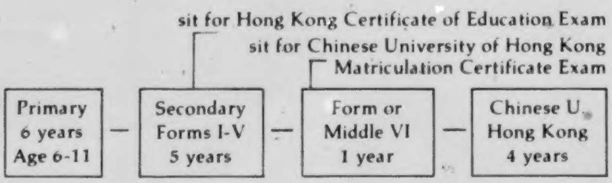
A	Hong Kong Certificate of Education	Awarded at the conclusion of Middle V or Form V to those students who sit for the examinations, regardless of results
B$_1$	Matriculation Certificate, the Chinese University of Hong Kong	Students who have completed Middle VI or Form VI (Lower Form VI) are eligible to sit the CUHK Higher Level Examination
B$_2$	Advanced Level Certificate, the University of Hong Kong	Students who have completed Form VII (Upper Form VI) are eligible to sit these A Level examinations as a basis for matriculation UHK
C	Higher Diploma, Hong Kong Polytechnic	Awarded upon successful completion of a three-year program of studies beyond the Certificate of Education
D	Associateship, Hong Kong Polytechnic	Awarded upon successful completion of a one-year program of study beyond the appropriate higher diploma, and qualification for membership in an appropriate professional institution
E$_1$	Bachelor's Degree, UHK, CUHK	First degree, awarded on the basis of successful completion of three years of undergraduate study (UHK) or four years of undergraduate study (CUHK)
E$_2$	Diploma, Hong Kong Baptist College, Shue Yan College, Lingnan College	Awarded on the basis of successful completion of four years of post-secondary study beyond Middle VI or Lower Form VI (Form VI)

(HKCE). Successful candidates after the HKCE may enter the sixth form for two years to prepare for the University of Hong Kong Matriculation Examination, Advanced Level. Students admitted to Form VI have been described as "the cream of the cream" constituting a very small percentage of their age group. Form VI students generally specialize in the subject which they expect to take in the matriculation examination.


sit for Hong Kong Certificate of Education Exam
sit for University of Hong Kong Matriculation Advanced Level Exam
Primary 6 years
Secondary Forms I-V 5 years
Form VI Lower/Upper 2 years
University of Hong Kong 3 years

Technical schools, like the Anglo-Chinese, prepare their students for the Hong Kong Certificate of Education Examination. Courses are taught in English with Chinese as the second language. It should be noted that the curriculum of a "technical school" in Hong Kong is basically the same as of the Anglo-Chinese grammar school, except that certain courses of a technical and commercial nature are added to the curriculum. These courses are designed to give the student a somewhat broader education than is ordinarily available. It should not be confused with the American term "vocational" or "trade school."

Chinese middle schools teach in Chinese (Cantonese) with English as a second language. These students take the five-year courses leading to the Hong Kong Certification of Education Examination. A number of Chinese middle schools also offer a one-year, Middle-6 preparation for the Chinese University of Hong Kong Matriculation Certificate. Chinese middle school students wishing to attend the University of Hong Kong normally require one to two additional


sit for Hong Kong Certificate of Education Exam
sit for Chinese University of Hong Kong Matriculation Certificate Exam
Primary 6 years Age 6-11
Secondary Forms I-V 5 years
Form or Middle VI 1 year
Chinese U. Hong Kong 4 years

years of special preparation in English in order to pass the University Matriculation Examination. This study may be done in a special tutorial English class or in the Anglo-Chinese schools, lower and upper Form VI.

Other Secondary Schools

English schools. There is one government school, King George V School, and one government-aided school, the Island School. The latter is operated by the English Schools Foundation. There are two British grammar-type secondary schools which prepare students for the British University Matriculation Examination. Students sit for the General Certificate of Education, Advanced level, after two years of Form VI.

American schools. The Hong Kong International School (HKIS) offers a complete American-oriented elementary and secondary educational program from kindergarten through grade 12. HKIS, founded in 1966, is sponsored and operated under the auspices of the Luthern Church-Missouri Synod. It is registered with the Education Department of the government of Hong Kong and is accredited by the Western Association of Schools and Colleges. The academic calendar is U.S. oriented into two semesters from mid-September through mid-June.

External Examinations

The Hong Kong Examinations Authority was established under Ordinance 23 of 1977 and assumed its responsibility under the ordinance beginning 1 September 1977. Among the powers granted the authority are those to:

1. Conduct the specified examinations (i.e., Hong Kong Certificate of Education Examination, Chinese University of Hong Kong Matriculation Examination, Advanced Level Examination for the University of Hong Kong)
2. Approve syllabuses for specified examinations
3. Determine the educational requirements for eligibility to take the examinations
4. Award certificates to candidates who attain a standard determined by the authority
5. Fix fees to be paid by candidates
6. Conduct any examination. . . required by any organization, whether local or overseas,. . .
7. Enter into arrangements with persons, firms, or agencies for the supply of services or facilities

The first major examination program taken over by the authority was the Hong Kong Certificate of Education Examination (HKCE). This examination is administered annually to students who have completed Form V. Responsibility for the HKCE was assumed by the authority in 1978. The Chinese University of Hong Kong Matriculation Examination will be the responsibility of the authority beginning in 1979 and will hereafter be called the Hong Kong Higher Level Examination. The Advanced Level Examination of the University of Hong Kong will become the responsibility of the authority in 1980 and will be known as the Hong Kong Advanced Level Examination.

The Hong Kong Examinations Authority currently also administers the Test of English as a Foreign Language (TOEFL) and the General Certificate of Education Examinations (GCE) of the University of London and the Associated Examining Board in addition to the specified examinations.

EXAMINATION SCHEDULES

Title	Administration	Results Available	Certificates Issued
Hong Kong Certificate of Education	May	Mid-August	November
Hong Kong Higher Level Examination	April	End of June	October
Hong Kong Advanced Level Examination	Late April to Mid-May	Mid-July	Late October
GCE	June and *January	End of August	
TOEFL	Follows worldwide schedule		

*Small-scale administration for those who want to retake the examination.

The authority distributes initial score reports and official certificates to the schools that enter candidates in the HKCE examination. The intitial report is available in August and the official certificate in November. It is not unusual, however, for schools to withhold distribution of the certificates to the candidates until as late as the December holidays.

At present the authority provides the Chinese University of Hong Kong and the University of Hong Kong with computer tapes containing the examination results for their respective matriculation examinations (Hong Kong Higher Level and Advanced Level Examinations). The actual distribution of examination results is the responsibility of the universities. It is expected, however, that in the future, examination results will be distributed in a manner similar to that of the Hong Kong Certificate of Education.

Students receive from the Hong Kong Examinations Authority an official certificate attesting to their performance on the HKCE examinations. Because students receive only the original certificate, they may be reluctant to submit it to a North American institution. This notwithstanding, however, North American institutions should not accept photocopies of the Hong Kong Certificate of Education.

The Hong Kong Examinations Authority will provide to North American institutions a "letter of certification" to verify the examination results for Hong Kong candidates. In order to receive a "letter of certification" from the Hong Kong Examinations Authority the following information should be provided to the authority in a letter of request:

1. The name of the student as it appears on the certificate
2. The year the student took the examination
3. The name of the school that entered the student in the examination, unless the student was a "private" (not enrolled in a school) candidate
4. The student's "candidate number" if possible

Under no circumstances should photocopies of Hong Kong Certificate of Examination results be accepted. Detailed procedures exist whereby students who have lost their certificates may have them replaced by the authority. The authority is also willing to provide to foreign institutions official "letters of certification" upon request as previously noted under "Score Verification for Hong Kong Certificate of Education." Admissions officers should be on the alert for forgeries of examination results as well as forgeries of transcripts.

A careful cross-checking of entries such as birth dates, school entry, and exit dates may bring to light discrepancies that can be an indication of forgery or tampering. Should an admissions officer have any doubt regarding the authenticity of a school transcript, he or she should immediately contact the institution issuing the document. In the case of question regarding the authenticity of a certificate or score report from the Hong Kong Examinations Authority, it is recommended that the admissions officer write directly to the Secretary, Hong Kong Examinations Authority, Canton Road Government Offices, 11th floor, 393 Canton Road, Hong Kong.

The Hong Kong Certificate of Education Examination is administered annually to approximately 120,000 students, of whom about 20,000 are repeaters. The examination is designed for students at the end of Form V (Anglo-Chinese Form V, technical schools Form V, Chinese middle school Form V) and is usually given in May or June with the results available in mid-August. It may be assumed that examinees in Form VI are repeaters. A minimum of five subjects must be included in the certificate examinations for Form V examinees. Since 1968 all students who sit receive a certificate, even if grades recorded are all failures. Prior to 1968 if a student did not pass the requisite number of subjects, no certificate was issued. It is not uncommon for *tutored candidates* to sit for the English examination only.

All examinees receive similar certificates on which it is noted if the examination taken was based upon the Chinese language syllabus A or an English language syllabus B. The syllabus B examination at present is more demanding than the syllabus A examination. Although all examinees do receive certificates, the quality of the certificate will determine whether or not they are admissible into local matriculation classes. Some of the more selective schools eliminate up to 75 percent of their Form V graduates. With so few places available at the present time in matriculation classes, it is not surprising that so many Hong Kong students wish to study abroad.

The Examinations Authority will also provide the results of the University of London GCE and the Associated Examining Board GCE for students having taken those examinations in Hong Kong.

University of Hong Kong Advanced Level and Matriculation Examination. Upon completion of Upper VI (grade 13) a student may sit for the University of Hong Kong Advanced Level Examination. This examination is recognized as being the equivalent of the University of London General Certificate of Education at the Advanced Level. A student will not be allowed to offer more than four subjects at one sitting and will generally concentrate on science or arts subjects depending on what course he/she wishes to follow at the university. Examination results are not posted until late summer.

The Chinese University of Hong Kong Matriculation Examination. Students completing Middle 6 (lower Form VI) in an approved Chinese middle school may sit for the Matriculation Examination of the Chinese University of Hong Kong. A student must pass at one sitting in English language, Chinese language, and three other subjects to fulfill minimum requirements. Grades are either "pass" or "fail." It should be noted that this examination is *not* recognized as equivalent to the Advanced level.

Grading Practices

Internal. Grading scales and practices vary from school to school. Admission officers are warned that only to assess a Hong Kong student's internal school transcript is difficult because not only are there discrepancies in grading practices between schools but there are also internal inconsistencies within a given school.

External. Grading practices are as follows.

HONG KONG CERTIFICATE OF EDUCATION

Post-1966 Grade	Pre-1966 Grade	Description
A	1	Pass with Distinction
B and C	2 and 3	Pass with Credit
D and E	4, 5, and 6	Pass
F, G, and H	7, 8, and 9	Fail

Note: Approximately the top 3 percent receive Distinctions A or 1, the top 12 percent receive B or 2, and the top 30 percent receive C or 3. The Pass with Credit or Distinction is recognized as equivalent to a Pass at Ordinary ("O") Level in the English General Certificate of Education Examinations. The comparison with the Cambridge "O" levels probably does the Hong Kong examination an injustice, as there is no absolute set pass mark and the standard is usually adjusted upward so as not to have too many passes.

THE UNIVERSITY OF HONG KONG
MARTICULATION ADVANCED LEVEL EXAMINATION

Grade	Description
A	Pass at Advanced Level with Distinction
B and C	Pass at Advanded Level with Credit
D and E	Pass at Advanced Level
O	Pass at Ordinary Level
F, G, H	Fail

In the Chinese University of Hong Kong Matriculation Examination, only subjects taken and "passed" appear. "Failures" are not listed.

Special Education

School facilities for children in need of special educational treatment exist for the blind, deaf, physically handicapped, maladjusted, and deprived as well as for slow learners. Voluntary organizations involved in this work receive financial assistance from the government. The special education section of the Education Department runs special classes in government primary schools for slow-learning, partially sighted, and partially hearing children. The section also runs two centers providing diagnostic and remedial services which include audiology, speech therapy, and child guidance. Moreover, it runs training courses for teachers of handicapped children and supervises a braille printing press.

Adult Education

Adult education is provided by the Education Department in the Evening Institute, the Polytechnic and technical institute evening departments, the Evening School of Higher Chinese Studies, and several adult education and recreation centers. Formal courses provide a range from literacy classes to secondary and postsecondary studies. The adult education and recreation centers organize a wide variety of cultural, social, and recreational activities designed to stimulate individual awareness of the community, cultivate creative ability, and develop individual talents. Voluntary organizations also provide various forms of adult education.

TRANSCRIPTS AND CREDIT EVALUATION RECOMMENDATIONS

Credentials which should be on hand before an admissions decision is rendered are listed below.

Freshman Level

Anglo-Chinese students should present, at the minimum, a Hong Kong Certificate of Education (English), a transcript of work for Forms III-V, the results of TOEFL, and the principal's recommendation. In addition, if available, he should submit the results of the SAT and Achievement Tests (CEEB) and the Statement of Individual Results issued by the University of London General Certificate of Education examination syndicate.

Chinese middle school students should submit the same documents as the Anglo-Chinese students (see above). If they sit, these students should also submit the results of the Chinese University matriculation examination, which normally comes at the end of Middle VI (Grade 12). No advanced standing should be given for passes on this examination.

English school students should present the General Certificate of Education Ordinary Level results, which they take at the end of Form V (grade 11). In addition, a transcript and principal's recommendation should be required. SAT and Achievement Tests (CEEB) may be expected. Normally, TOEFL should not be expected or required.

International School students should present a transcript of grades 9-12 and their principal's and teachers' letters of recommendation. It would be wise to ask for the SAT and Achievement Tests (CEEB). TOEFL should not be expected of native speakers of English. However, a number of non-native speakers of English attend the school. These persons should be expected to submit TOEFL unless the school authorities vouch for proficiency in the language.

Advanced Standing (on the basis of "A" level examinations)

Anglo-Chinese students should submit the results of the University of Hong Kong Advanced Level examinations or their equivalent. Such examinations come at the end of Upper Form VI (grade 13). In addition, Certificate of Education, transcripts, principal's recommendation, and TOEFL should be required. The SAT and Achievement Tests (CEEB) will prove very helpful.

Chinese middle school students, if asking for advanced standing, should normally submit the results of the University of London GCE-Advanced Level examination. In addition, they should submit all the documents required of Anglo-Chinese students (see above).

English school students should present results of University of London GCE-Advanced Level examinations or their equivalent, plus the GCE-Ordinary Level examination results, principal's recommendation, transcripts, and the SAT and Achievement Tests (CEEB). Normally, TOEFL should not be expected or required.

International School students will not normally seek advanced standing.

Transfer

Students from the following types of schools may request transfer credit: (1) the degree-granting universities; (2) the government Technical College; (3) the teacher-training colleges (Grantham, Northcote, Sir Robert Black); or (4) the private postsecondary colleges. If they do, they should all submit the results of the Certificate of Education, an official transcript (not grade slips) sent *directly* from the school they are attending, TOEFL score, and a recommendation (testimonial) from their principal or faculty (college) dean. Results of the Advanced Level Examination of the University of Hong Kong, GCE examinations, SAT and Achievement Tests (CEEB), if taken, should also be required.

Note: If a student entered a teacher-training college, the Technical College, or a private postsecondary college immediately after he had completed Form V (Grade 11) and received his Certificate of Education, transfer credit normally should not be given for the first year of work unless it is given on the basis of proficiency examinations on the campus of the admitting school.

Graduate

The University of Hong Kong students should be expected to submit an official transcript (which does not show grades in individual courses) and a recommendation by the dean of the faculty. The Graduate Record Examination (GRE) might be expected of those students who are majoring in mathematics or the sciences, since verbal and cultural factors are not heavily involved.

The Chinese University Students should be expected to submit the same documents as the University of Hong Kong students, plus TOEFL.

Approved postsecondary college students: students from Hong Kong Baptist College, Shue Yan, and Lingnan should be required to submit their Certificate of Education, a transcript *directly* from the school attended, a recommendation from the academic dean of the college, TOEFL score, and the results of any examinations taken after completion of secondary school, for example, London GCE's, matriculation, SAT and Achievement Tests (CEEB), and so forth.

Occasionally, students who have come to Hong Kong from the People's Republic of China enter the postsecondary private colleges and make splendid records. These students frequently cannot produce all the standard academic documents. However, they should be given careful consideration for admission.

TERTIARY EDUCATION

TECHNICAL INSTITUTES

The technical institutes are under the Technical Education Branch of the Education Department and are designed to provide courses at both craft and technician levels on a full-time, block-release, part-time day-release, and evening basis. Additionally, special short courses are offered to meet requirements of industry and commerce.

Students entering the technician-level courses and certain commercial services courses must complete Form V. The technician programs are developing the credit-unit system to facilitate mobility between different course levels (diploma vs. certificate programs, for example) and institutions (for example, from the Polytechnic to a technical institute). Students who complete Form III may enter craft-level and certain commercial services courses.

Presently, there are four technical institutes: Morrison Hill Technical Institute, formerly Victoria Technical School (established in 1969); Kwun Tong Technical Institute (opened 1975); Kwai Chung Technical Institute (opened 1976); and Haking Wong Technical Institute, formerly Cheung Sha Wan Technical Institute (opened 1977). Two more institutes are being planned: Kowloon Tong Technical Institute (projected to open 1979) and Tuen Mun Technical Institute (projected to open in the early 1980s).

TEACHER TRAINING

Except for technical teacher training, education is provided at the Education Department's three colleges of education—Grantham, Northcote, and Sir Robert Black. All three colleges offer two-year, full-time courses designed to produce nongraduate teachers qualified to teach in primary schools and the lower forms of secondary schools. The three colleges of education have third-year courses aimed at raising the standards of teachers and preparing them to teach the new curriculum in junior secondary forms.

Technical teacher training is provided at the Hong Kong Technical Teachers' College. The college trains technical teachers for secondary schools, prevocational schools, and technical institutes. The one-year, full-time course is intended for people who are well qualified and experienced in a technical field. The two-year, full-time course accepts secondary technical school finishers who have a desire to serve technical education.

HONG KONG TERTIARY EDUCATION

(for university-bound students)

Age	U.S.A.	School Year	Anglo-Chinese (1)	Chinese (2)
25	Graduate and Professional	20	Graduate and Professional Degrees	Graduate and Professional Degrees
24		19		
23		18		
22		17		
21	Undergraduate	16	University (First Degree)	University (First Degree)
20		15		
19		14		
18		13	Matriculation, Lower and Upper Form VI (2 Years)	
17	Secondary School	12		Matriculation, Middle VI (1 Year)
16		11	Secondary, Forms I-V (5 Years)	Secondary, Middle I-V (5 Years)
15		10		
14		9		
13		8		
12		7		
11	Elementary	6	Primary 1-6 (6 Years)	Primary 1-6 (6 Years)
10		5		
9		4		
8		3		
7		2		
6		1		
5	Kindergarten		Preprimary (Optional)	Preprimary (Optional)
4	Nursery or Preschool			
3				

(1) *External Examinations*

1. Secondary School Entrance Examination Comes at the End of Primary 6.
2. Certificate of Education (English) Comes at the End of Form V, Grade II.
3. University of Hong Kong Advanced Level Examination Comes at the End of Upper Form VI, Grade 13.

(2) *External Examinations*

1. Secondary School Entrance Examination Comes at the End of Primary 6.
2. Certificate of Education (Chinese) Comes at the End of Middle V, Grade II.
3. Chinese University of Hong Kong Matriculation Examination Comes at the End of Middle VI, Grade 12.

The University of Hong Kong School of Education, officially established September 1976, offers graduates a one-year, full-time or a two-year part-time curriculum, leading to the Certificate in Education. Also offered, from the 1977-1978 academic year, is the Advanced Diploma in Education, a prerequisite for the curriculum leading to the Master of Education degree the following year. The degrees of Master and Doctor of Philosophy in Education are available for especially qualified and selected candidates. In addition, the university confers higher degrees, diplomas, and certificates on suitable candidates for their research, or for successful completion of a prescribed curriculum in other disciplines.

The Chinese University of Hong Kong offers courses in education, conducted by the School of Education, which provides professional training for graduates of approved universities to serve and teach in local secondary schools. Students taking courses may follow programs leading to a Diploma in Education or a degree of Master of Arts in Education.

According to the "White Paper," it has been decided to introduce in September 1980 a three-year course for students who enter a college of education with Certificate of Education qualifications. Students holding at least grade E at the advanced level examination in two subjects relevant to the main school curriculum may be admitted directly to a two-year college course provided their language proficiency is adequate. All students who obtain the Teacher's Certificate under the new arrangements will be given the same incremental credit on entry to the teaching profession as applies at present to students completing the extended third year of the college course.

The Technical Teachers' College will introduce in September 1980 a three-year course for those who will teach technical subjects in schools. Practical experience of industrial applications of technical subjects will be provided as an integral part of the training program.

COLLEGES OF EDUCATION

There are three colleges of education which are wholly maintained and operated by the government. The colleges, called training colleges until 1967, are under the immediate supervision of the Assistant Director of Education (Further) who reports to the Deputy Director of Education (Professional). These are the only institutions authorized to provide training for certificated teachers, that is, nongraduate teachers who are qualified to teach in primary schools and the lower secondary school forms.

The number of students admitted is determined by the needs for certificated teachers in local schools as determined by the Education Department. All applications to the colleges of education are processed by a joint selection committee. Admission is competitive for all programs. All colleges offer the following courses and require the admission qualifications listed below.

1. Two-year, full-time courses leading to certificated teacher status. Applicants should normally have reached age 18 by the time of proposed entry and, in the case of women, should be unmarried. Applicants should meet at least one of the following requirements. They must have (a) completed the academic requirements for matriculation in the Chinese University of Hong Kong *or* (b) passed at least one subject at advanced level in the Hong Kong University Advanced Level Examination or in a General Certificate of Education examination (excluding GCE "Chinese") *or* (c) attained at one and the same Certificate of Education Examination grades totaling at least 14 points* including Chinese and English and four other subjects** at grade E or above *or* (d) attained at one and the same Certificate of Education Examination grades totaling at least 10 points,* including Chinese and English and three other subjects** at grade E or above, and be specially recommended by the school principal entering the applicant as a potential teacher of art and craft, music, physical education *or* (e) passed in a single London or Associated Examination Board GCE examination at least five subjects, including English, at the ordinary level, and have attained grade E or above in Chinese in a Hong Kong School Certificate or Certificate of Education examination. (*A = 5, B = 4, etc. **Applicants wishing to study art and craft, music, needlework, physical education, or woodwork will normally be required to take a practical test. Selection is highly competitive.)
2. One-year, full-time special third-year course for specialists in a wide range of subjects offered at the secondary school level. These courses are designed to meet the needs of the senior secondary forms. Courses are available to suitably qualified second-year students who have demonstrated their ability to benefit from more advanced training as well as selected serving teachers.
3. Two-year, part-time in-service training for "permitted" teachers, that is, teachers with no teacher training but who are permitted to teach in primary and junior secondary schools. Admission is based on a written examination which serves as the basis for selective interviews.

Beginning in September 1980, students entering a college of education with Certificate of Education qualifications will enter a three-year course (the current two-year teacher certificate course plus the one-year special third-year couse). Students holding at least grade E at the advanced level examination in two subjects relevant to the main school curriculum may be admitted directly to a two-year college course, provided their language proficiency is adequate.

Transfer of students from one college of education to another rarely occurs. Such transfers generally require the approval of the two principals concerned.

The college year runs from September to the middle of July.

The Northcote College of Education opened in 1939. English is the sole medium for the full-time program, except for Chinese subjects. Two of the three in-service programs are conducted in Cantonese.

From 1969 to 1970 there have been no general examinations for the full-time courses. Assessments are based on regular assignments, in some cases periodic tests. Grades gained in each subject during the academic year are averaged to become the final grade of such subject. Letter grades A-F are given; C is the minimum passing grade in each subject. Grades are given for practical teaching. In-service programs have examinations toward the end of the academic year. Transcripts show the average grade achieved for each subject and practical teaching in each year.

Students are required to take two optional subjects for two consecutive years. A student may, however, be permitted to drop one of these subjects after one year and take health education instead. Art and craft and physical education are double-elective subjects—that is, students taking either of these do not take a second optional subject but spend twice as much time on their chosen subject.

CURRICULA: FULL-TIME TWO-YEAR TEACHER CERTIFICATE PROGRAM

*Compulsory Subjects/First Year**

Chinese for Primary School
Creative Activities
Practical Visual Aids
Mathematics for Primary School
Science for Primary School
English
Education
Health Education
Social Studies

*Optional Subjects***/Second Year***

Art and Craft (Double Elective)
Chinese History
Domestic History
Economics and Public Affairs
Health Education (Second Year Only)
Physical Education (Double Elective)
Chinese
Geography
History
Music
Mathematics
Science

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*First-year students normally spend eight periods (each of 55 minutes duration) a week on English, four on education, six on teaching of primary school subjects.

**Second-year students spend six periods a week on English and seven on education.

***Both first- and second-year students spend five periods a week on each of their two optional subjects.

First-year students do practical teaching under the supervision of qualified staff for two weeks in December and five weeks in April-May, normally in primary schools. Second-year students teach for five weeks in November and five weeks in April-May, generally in the secondary schools.

The Grantham College of Education opened in 1951. Languages of instruction include Cantonese for core courses, art and craft, music, physical education, woodwork, and Chinese electives (recommended for Chinese school graduates) and English for English electives (recommended for Anglo-Chinese graduates). However, considerable bilingual instruction occurs. In the two specialist third-year programs, Cantonese is generally used although guest lectures are generally in English. The in-service course of training for teachers for the primary course is in Cantonese except for the subject "English." The secondary course is taught entirely in English.

Grades are given biannually and reflect overall teacher assessment rather than actual scores gained in written examinations. A form of curve system is used as a student's results are weighed against those of his/her classmates. A, B, and C are passing grades; D and E indicate failure.

A full-time, two-year teacher certificate course is offered. Trainees must complete a basic core of studies plus one language and either two single electives from Group 3 below or one double elective from Group 4 below. The number of periods (40 minutes) per subject is as follows:

CURRICULA

1. Core Requirements		
	Year 1	Year 2
Education*	4	4
Visual Education	2	1
Mathematics in Primary Schools	2	-
Social Studies	2	-
Nature Study	1	-
Health Education	2	-
Teaching of Chinese	3	-
2. Languages		
	Year 1	Year 2
Chinese* (for Chinese stream)	7	10
English* (for English stream)	7	10
*3. Single Elective Subjects**		
	Year 1	Year 2
Geography	6	9
History	6	9
Mathematics	6	9
Science	6	9
Wookwork	-	8
*4. Double Elective Subjects**		
	Year 1	Year 2
Art and Craft	6	9
Music	6	9
Physical Education	6	9

In March, trainees undergo six weeks of teaching practice for both years. First-year students work in primary schools; second-year students work in secondary schools.

One-year specialist third-year program: programs offered in art and physical education.

Part-time in-service courses: the primary and secondary programs are designed to train teachers in the concept and application of modern teaching techniques. The primary course requires students to reach a satisfactory standard in the core subjects (education, Chinese, mathematics in primary schools, social studies, nature study, health education, practical teaching) and in one of the eight elective subjects: art and craft, music, physical education, Chinese, English, mathematics, education (school administration). Core subjects for the secondary course are education and the teaching of English. Students must also study one of four electives: history, geography, science, or mathematics.

Sir Robert Black College opened in 1960. The two-year teacher certificate program is divided into two sections, Chinese and English. For students with a Chinese Certificate of Education and who expect to carry out their final teaching practice in Chinese middle schools, Chinese is the main medium of instruction. For students with an English Certificate of Education and who expect to teach in Anglo-Chinese secondary schools, the medium of instruction is English. Courses in the specialist third-year program in music are taught in English only. The in-service program of training for primary teachers is taught in Chinese, except for the English elective where English is used.

Students are evaluated and graded three times a year. Assessments may be on written, oral, or practical tests, assignments, projects, essays, or book reviews. Final grades are recorded on the transcript.

Grades	Marks	
A+	80	Outstanding
A	75-79	Excellent
A-	70-74	Extremely Good
B+	65-69	Very Good
B	60-64	Good
B-	55-59	Above Average
C+	50-54	Average
C	45-49	Pass
C-	40-44	Minimum Pass
D	39 & below	Fail

Transcripts can be issued by the principal on request, but only *after* the student has completed the program.

The full-time, two-year teacher certificate program of study comprises the following subjects.

1. *Compulsory subjects* (number of class periods per week indicated in parentheses): English language for secondary schools (7); primary schools (3); Chinese language for secondary schools (3); primary schools (7).

FIRST YEAR

Primary Mathematics* (2)
Nature Study* (1 1/2)
Social Studies* (1 1/2)
Health Education * (2)
Audio Visual Education* (1)
Education and Psychology** (7)

SECOND YEAR

Audio Visual Education* (2)
Education and Psychology** (9)
Health Education ** (2)

2. *Elective subjects:* Two elective subjects must be studied throughout the two years for teaching at the lower secondary level (Form I-III), one from Group I and one from Group II. The number of classes per subject are seven for the first year and eight for the second year for all subjects.

GROUP I

Economics and Public Affairs*
History*
Science*
Economics and Public Affairs+
History+
Mathematics+
Special Art++
Special Needlework++
Special P.E.++
Music++

GROUP II

English*
Geography*
Mathematics*
Chinese+
Geography+
Science+
Special Art++
Special Needlework++
English++
Health Education++

* Chinese Section
+ English Section
** In the language of instruction
++ For both courses. Special Art and Needlework are double electives for the two years. Students in the Special P.E. course are not required to take the compulsory language course nor are they required to take any elective from Group I.

Student are required to attend 40 classes per week, each of 40 minutes duration, which include two classes each for demonstration and activities

Fourteen weeks of practical teaching is required during the two-year program. There are also a full-time specialist third-year program, the program offered in music, and the part-time, two-year in-service courses of training for teachers (primary). The program provides up-to-date concepts in education and teaching techniques and enables graduates to become qualified teachers. General subjects include education, educational psychology, general method of teaching, Chinese, mathematics, social studies, nature study and health education. Special subjects (electives) comprise art with handicraft, handicraft with art, music, physical education, needlework, and English.

HIGHER EDUCATION

Universities and faculties. The history of higher education in Hong Kong is unusually brief. Since the establishment of the British Crown Colony in 1841, the educational system has been a polyglot of Anglo-Chinese schools, and a few purely English schools. After 1926 a system of Anglo-Chinese schools developed, offering a modified version of British schooling with English as the language of instruction. The first university incorporated as an independent institution, the University of Hong Kong, was established in 1963. Since then, the astounding growth of Hong Kong and its commensurate need for an educated populace has seen a remarkable expansion of higher education in the colony.

Laws and governances. Today, a college can be registered under the Post-Secondary Colleges Ordinance only when the Director of Education is satisfied with its academic standards, governing body, constitution, finance, educational facilities, the number of qualifications of staff, and the conditions for admitting students. There are three types of institutions of higher education in Hong Kong: (1) the two publicly supported universities, the University of Hong Kong and the Chinese University of Hong Kong; (2) the Hong Kong Polytechnic; and (3) two postsecondary colleges, the Hong Kong Baptist College and the Hong Kong Shue Yan College. These are the only two institutions registered under the Post-Secondary Colleges Ordinance.

The University of Hong Kong. The University of Hong Kong was founded on the traditional pattern of the English civic universities as they developed during the latter part of the nineteenth century and is the oldest in the dependent territories of the British Commonwealth. It has five Faculties: Arts, Engineering and Architecture, Medicine, Science, and Social Sciences and Law.

The university year is divided into three terms of about ten weeks each. The first term begins in late September and ends in early December, the second from early January to early March, and the third from early April to early June.

To qualify for admission, a student must be not less than seventeen years of age and must have passed the advanced level examination of the university. This means that he/she must have gained passes in three subjects at advanced level (of which two must have been in one and the same examination) or passes in two subjects other than English Language (neither of which can be those at the advanced level), at ordinary level in the Hong Kong Certificate of Education (English). In both of the above alternatives, a student must also have gained in the HKCE a grade of E or above in a second language other than English. These are described as the minimum requirements. In 1971 another was added: a grade of E or above in mathematics. Entry to Hong Kong University is, therefore, difficult and intensely competitive. Even though a student may pass the qualifying examination, it is by no means certain that he will be admitted, for he must meet the requirements of the different faculties. The maximum requirements to make admission certain are not specified but, with only a limited number of places available each year for freshmen, those with the highest grades will normally be accepted.

There are regulations that permit transfers from other universities to Hong Kong University, and such cases are dealt with on their individual merits. If a Hong Kong University student wishes to transfer to another university, a certificate, giving details of partial courses of study, will not be issued to him unless he has left the university but will be issued to another institution on request. Transcripts are issued to students who have completed their undergraduate courses and wish to continue their education elsewhere. It is also possible for students to transfer from one faculty to another. Such transfers are rare.

All lectures and teaching are given in English except in those areas in which the subject is another language. All entrants must have sat the university's Examination in the Use of English immediately preceding the academic year in which admission to the university is sought.

While it is customary for the work of students to be graded, the grades are not published in the transcripts, the only observation being that a student has passed from one year to another. In the final examination, however, there is an important ranking, the degrees being divided into classes. Which class a student finds himself in will depend on course work and performance in the examination. These classes vary from faculty to faculty. In the Arts Faculty, there are five divisions: first-class honors, second-class honors division one, second-class honors division two, third-class honors, pass. If a candidate fails, he is allowed to take the examination again in the following year, but only once, and he is not eligible for honors unless the University Senate grants special permission. This latter regulation applies also to candidate for the B.Sc. General Degree, in which there are four divisions: first, second, third, and pass. The B.Sc. Special Degree is taken one year after the General Degree and is awarded to Hong Kong University graduates only; the examination may be sat only once; and there are four divisions in the final classification: first, second division one, second division two, and pass. In the Faculty of Medicine, on the other hand, there is only one class, a straight pass, although the degrees of Bachelor of Medicine and Bachelor of Surgery may be awarded with honors. An honors degree is a rare distinction and an indication of the high standard expected. Degrees offered include the M.B., B.S., and B.Sc.

In this British university, there is no such policy as a student being required to undertake a load of so many credit hours per term. Once he is enrolled in a department, he follows the prescribed lectures, tutorials, and seminars; undertakes assignments of written and practical work; and presents himself for examination at the appropriate times. Regulations vary from faculty to faculty. If a student's performances in examination, class work, and tests are deemed to be unsatisfactory, he may be required by the Senate to repeat any part of his course before being admitted to the first and final examinations or to discontinue his studies.

At the present time, the undergraduate programs at Hong Kong University require three years of study following the A Level examinations at the end of the Sixth Form. It should be noted that this is different from the Chinese University of Hong Kong, which allows students to enter after one year of study in the sixth form (middle 6) by taking the Chinese University Matriculation Examination.

The Chinese University of Hong Kong was founded in 1963 as a federation of three previous existing post-secondary colleges: Chung Chi, New Asia, and United. These Foundation Colleges are still the focus of undergraduate educational activity at the university.

The academic year opens officially on August 1 and closes on July 31. The actual teaching year is divided into two terms, the first lasting from early September to mid-December, the second from early January to late April. College and university examinations are given from late April to June.

Admission to the university is determined by performance on the Matriculation Examination. The basic requirements for entry to these examinations are that students must (1) have achieved in the Hong Kong Certificate of Education Examination (Chinese or English) grade E or above in at least five subjects, including Chinese and English, at one sitting, and have subsequently studied a full year's course at a registered day school, taking a minimum of five subjects relevant to the Matriculation Examination; or (2) have achieved in the above certificate examinations or equivalent examinations grade C or above in at least five subjects relevant to the Matriculation Examination at one sitting. Chinese and English must be passed at grade E or above if they are not among these five subjects.

The subjects of the Matriculation Examination number thirteen. No candidate may sit for fewer than five subjects nor for more than seven at one examination. In order to fulfill matriculation requirements, a candidate must, at one sitting, pass in Chinese language, English language, and three other subjects. Until 1973-74 the university required students to select their major and minor subjects in the first year. In order to broaden the educational opportunities available to students and develop in them a greater awareness of and sensitivity to social needs, the university has changed its policy. Beginning from 1973-74, all first-year students will be admitted to the university on a faculty rather than departmental basis and will not be required to select their major and minor subjects by department until the beginning of their second year. At the time of application for admission, however, they will be required to state their preferences for subjects to be studied and also for colleges. In addition to satisfying the matriculation requirements, applicants for admission to the first year are required to satisfy the following faculty entrance requirements:

1. Faculty of Arts—there are no special requirements. Selection for admission will normally be based on performance in arts subjects in the Matriculation Examination, records of secondary school performance, and the results of any interview that may be necessary.
2. Faculty of Commerce and Social Science—good grades in Chinese and English are required along with, preferably, a pass in at least one subject from among geography, economics and public affairs, and general mathematics.
3. Faculty of Science—the faculty normally requires passes in three subjects from among biology, chemistry, physics, general mathematics, and higher mathematics, with grades in at least two of these "satisfactory to the Science Faculty." Passes in both general and higher mathematics will be counted as a pass in one subject; but in selection for admission, preference may be given to applicants who have passed higher mathematics.

Given the tremendous pressure in Hong Kong for university education, there are not nearly enough places available to accommodate all who satisfy minimum matriculation requirements. The figures for 1969 through 1973 are as follows:

	1969	**1970**	**1971**	**1972**	**1973**
Sat Exam	3917	5114	6519	6796	7485
Matriculated	1726	1798	2127	2270	2499
Admitted	568	613	640	768	827
Percentage	14.2	11.9	9.8	11.3	11.05

The acceptance rate thus hovered at around one-third of those who were successful on the examination.

Admission to the Graduate School is open to graduates of the university or other recognized universities holding a bachelor's degree with honors not lower than Second Class Lower Division. Undergraduates who expect to receive their bachelor's degrees in the current academic year may also apply for admission. Candidates must pass the entrance examination including Chinese and English languages, as well as other subjects as may be required by each of the fourteen divisions of the Graduate School. Applicants not resident in Hong Kong may arrange to take the entrance examination in some neighboring areas. Candidates are also required to sit for an oral examination in the form of an interview.

Transfer students from other universities are admitted as long as they meet university requirements, but this is a matter for the Foundation Colleges to decide with the approval of the University Senate.

The Chinese name of the Chinese University may mean the use of Chinese as the principal language of instruction. It may also mean a university with a firm background in Chinese culture. In any case, Chinese languages (Cantonese and Mandarin) are the principal media of instruction, although English is also used, depending on the background of the instructor and the nature of the subject matter. Students are expected to develop some degree of competence in both Chinese and English.

The Foundation Colleges are responsible for grading students during their undergraduate careers, so once more the university enters only at the degree examination stage. There have been shifts in the system of awarding degrees. In the academic years 1966-67 and 1967-68 bachelor's degrees were awarded *cum laude* and *magna cum laude* following the American system. Beginning with 1968-69, bachelor's degrees have been classified along British lines: first-class honors, second-class honors upper division, second-class honors lower division, third-class honors, and a simple bachelor's (pass) degree. The system of establishing a student's honors classification is currently under debate. It has generally been the practice for the honors classification to rest entirely on the results of the degree examination with first-class honors going to not more than 10 percent of the graduates, second-class honors to not more than 35 percent, third-class honors to not more than 65 percent, and pass degrees to the rest. The student's regular performance in his four years of undergraduate work has been ignored completely. This has given rise to some inequities; and, as a result, graduate admissions officers evaluating applications from Chinese University graduates may want to look both at the degrees and the internal college transcripts. There is now widespread recognition that undergraduate course work should be weighed along with the degree examination, and this is being done in certain subjects. But the policy remains unsettled at this writing.

Degrees offered include Bachelor of Arts, Bachelor of Commerce and Social Science, and Bachelor of Science. Graduate degrees offered include Master of Philosophy in Humanities, Science, or Social Science; Master of Business Administration; and Master of Divinity.

The Hong Kong Polytechnic was established in August 1972 as a government-sponsored, postsecondary educational institution. It is calculated to enroll up to 28,000 full or part-time students by 1978. Among full-time day students at Hong Kong Polytechnic, there are three different levels of diploma programs, all of which are postsecondary in nature but all of which differ in length and have differing admission requirements. Most elementary among them are the ordinary diploma and the technician diploma programs, two-year sequences with the completion of Form V (grade 11) and a performance on the Hong Kong Certificate of Education as the basic admission requirements. (No particular level of performance on the certificate is specified.)

Higher diploma programs, regarded as the core of the Hong Kong Polytechnic offerings for full-time students, are three years in duration but do not build upon the ordinary diploma or technician diploma programs. Instead, they parallel those programs but are longer and are conducted at a higher theoretical level. Basic admission requirements are the same as those for the ordinary or technician diploma programs quantitatively—that is, completion of Form V and possession of the Certificate of Education. There is an important qualitative difference for admission purposes, however, in that a minimum of five passes on the certificate is specified, including English. The various higher diploma study programs then make additional demands, frequently for a credit grade in an appropriate subject, such as English or mathematics. This is the equivalent of an "O" level pass.

The Associateship, of which only twenty-five were awarded in 1975, all in engineering subjects, is earned through examination by the appropriate professional institution in the United Kingdom. Preparation for that examination takes place in a one-year program that does build upon the appropriate higher diploma program—that diploma, or equivalent, being a precondition for admission. Minimally, then, the holder of the Associateship from the Hong Kong Polytechnic has completed four years of study beyond the Hong Kong Certificate of Education, a total of fifteen years of study. Because he has passed a professionally recognized examination, however, some will contend that he has the equivalent of a bachelor's degree and one must be prepared to entertain this claim.

At the present time, Hong Kong Polytechnic is organized into fourteen teaching departments: Accountancy, Building and Surveying, Business and Management Studies, Civil and Structural Engineering, Design Electrical Engineering, Electronic Engineering, Mathematics and Science, Mechanical and Marine Engineering, Production and Industrial Engineering, and Textile Industries.

Graduating credentials awarded to full-time Hong Kong Polytechnic students are bilingual and similar to one another in format, regardless of the program of study. They are, however, clearly distinguishable from one another on the basis of the text. The Associateship is listed "A," the higher diploma "B," the ordinary diploma "C," and the technician diploma "D."

The minimum entrance requirement for a full-time course is grade E or above in at least five subjects in the Hong Kong Certificate of Education or an equivalent qualification. Candidates also must satisfy any additional requirements for admission into the courses for which they apply. Applicants for evening courses must hold the Hong Kong Certificate of Education with grade E or above in at least four subjects or its equivalent. Mature students, aged 25 or above, and those aged 21 or above, recommended and sponsored by an employer, can seek exemption from the minimum entry requirements.

The Hong Kong Baptist College, registered in 1970, has four Faculties: Arts, Business, Social Sciences, and Natural Sciences and Engineering. It has an enrollment of about 3,400 students. Fifteen departments cover eighteen major fields and three types of courses. The college receives some financial support from the government in the form of an interest-bearing loan, and students may apply for government-financed, interest-free loans to help pay tuition.

Applicants must possess the Hong Kong Certificate of Education with at least five passes, including Chinese and English; have completed one additional year of Lower Form VI or Middle 6 at a recognized school; and achieved satisfactory marks in the entrance examination of HKBC. Students matriculating from either of the two local universities are exempted from HKBC written entrance examinations.

New students who have studied courses for at least one year at an approved college or university or have passed certain recognized public examinations may apply upon admission for transfer of credits. To be eligible for graduation, transfer students must spend at least two years in HKBC and meet all departmental regulations.

The academic year starts at the beginning of September and concludes by the end of August of the following year. There are two sixteen-week semesters.

The college teaching program is based on bilingual instruction in Chinese and English.

The grading system is as follows:

A	Excellent	(4.0)
B	Good	(3.0)
C	Fair	(2.0)
D	Pass	(1.0)
E	Conditional	
F	Fail	
I	Incomplete	
S	Satisfactory	
WF	Withdrawn Failing	
WS	Withdrawn Satisfactory	

The attendance required in a given course is indicated by the unit (semester hour). Courses range from 1 to 5 units with 2- and 3-unit courses the most common. For a full-time student the normal study load is 17 units per semester.

Diplomas are awarded on the basis of four years of study in all fields. The diploma programs include the following:

1. Accounting
2. Biology
3. Business Management
4. Chemistry
5. Chinese Language and Literature
6. Civil Engineering
7. Communication
8. Economics
9. English Language and Literature
10. Geography
11. History
12. Mathematics
13. Music
14. Physics
15. Secretarial Management
16. Social Work
17. Sociology

It should be noted that Hong Kong Baptist College offers a special subfreshman class for applicants who have completed only Form V or Middle V. Shue Yan and Lingnan have secondary schools in their organization that offer higher secondary education. In some cases confusion has arisen when students are attending the subfreshman courses. These are not part of the college-level program and should not be considered as such. They are the equivalent of U.S. grade 12.

Shue Yan College was registered in January 1976. It consists of three Faculties—Arts, Social Sciences, and Commerce—with a total of ten departments. The college offers day and evening courses and has a total enrollment of about 1,900. Diplomas are awarded on the basis of four years of study in all fields following twelve years of primary and secondary education.

All applicants for first-year admission must have passed the HKCE in at least five subjects with grade E or above including Chinese and English at one and the same examination and have completed Form VI study in a registered school. Martriculants from either Hong Kong University or the Chinese University of Hong Kong may be admitted as well as those who have passed the GCE of the University of London with at least three ordinary and two advanced-level subjects. Students may take the Shue Yan entrance examination, written and oral.

Transfer students from other institutions will be considered for admission to the second or third year if they meet first-year entrance requirements or have graduated from one of the colleges of education or the Evening School of Higher Chinese Studies.

Both Chinese and English are used as the media of instruction.

A term examination must be held at the end of each term for any course offered during that term. A student's academic result is assessed on the basis of class work, written papers, observation, research reports, examinations, and any other method of academic assessment.

Grading policies are as follows:

A	Distinction
A-	Very Good
B+	Good
B	Good
B-	Good
C+	Average
C	Average
C-	Average
D+	Pass (below average)
D	Pass (below average)
E	Redeemable Failure
F	Bad Failure

The diploma programs include the following:

1. Accounting
2. Biology

3. Business Management
4. Chinese Language and Literature
5. Counseling and Guidance
6. English Language and Literature
7. History
8. Journalism
9. Law and Administration
10. Law and Business
11. Social Work
12. Sociology

Lingnan College qualified for approval under the Postsecondary Colleges Ordinance in October 1978. The college has three Faculties: Arts, Business Administration, and Science. Diplomas are granted following four years of study beyond the secondary level.

First-year applicants must have passed five subjects including English and Chinese with grade E or above in the HKCE in one sitting, or students who have completed study in a recognized secondary school may apply but must sit for the matriculation examination of the college. First-year applicants must also have a Matriculation Certificate of the Chinese University of Hong Kong or HKCE with a certificate from a recognized school certifying successful completion of Form VI or Middle 6.

The grading system is as follows:

A	Excellent
B	Good
C	Average
D	Below Average
F	Failure
R	Incomplete

Letters of recommendation will be issued through the Registrar's office and will be forwarded directly to the requesting institutions. Requests for such letters should contain the full Chinese name of the student.

English is generally the medium of instruction with the exception of Chinese courses.

The college offers a full-time, four-year diploma program which is patterned after the American system with some British characteristics incorporated. The Faculty of Arts currently comprises four divisions: Chinese Literature and History, English Language, English Literature, Phonetics and Speech. Business Administration offers a single program. Science has three divisions: Biology, Chemistry, and Physics and Mathematics. *Note:* This information was exerpted from the 1973 IIE report on Lingnan College and may be outdated.

HOSPITAL SCHOOLS OF NURSING

There are three government hospital schools of nursing providing three-year courses with instruction given in English. Two are for general nursing (attached to Queen Elizabeth Hospital and Queen Mary Hospital), and the other (Castle Peak Hospital) is for psychiatric nursing. A third general nurses' training school is planned for opening in 1982-83. Other approved nursing training schools are attached to government-assisted or private hospitals—Tung Wah Group of Hospitals, Alice Ho Miu Ling Nethersole Hospital, Hong Kong Sanitarium and Hospital (in Chinese), and Caritas Medical Centre (in English). In September 1978 a training school for dental nurses was opened.

Minimum entry qualification for the three-year course for student nurse training as decided by the Nursing Board of Hong Kong in December 1977 requires a minimum of five subjects on the HKCE for both the English language medium and the Chinese language medium.

The three-year course leads to registration with the Hong Kong Nursing Board, which has reciprocity with the General Nursing Council for England and Wales. The student learns the art of nursing as well as other allied science subjects. The final examination is taken at the end of the third year and leads to the title of Registered Nurse.

Government hospital schools of nursing also offer a two-year course in general and psychiatric nurse training. These are mostly short-term courses in practical nursing, bedside care, and other direct care of patients. The final test is mainly on actual nursing and leads to enrollment with the Hong Kong Nursing Board as an "Enrolled Nurse."

Additionally, Queen Elizabeth Hospital and all the abovementioned government-assisted and private hospitals run one-year courses in obstetric nursing for Registered Nurses. On completion of their training, students are qualified to sit for the registration examination conducted by the Hong Kong Midwives Board. The Tsan Yuk Hospital, the only government maternity hospital, offers a two-year obstetric course in Chinese for students who are not Registered Nurses. On completion of this training, students are eligible to sit for the registration examination conducted by the Hong Kong Midwives Board.

HONG KONG POSTSECONDARY INSTITUTIONS RECOGNIZED BY THE MINISTRY OF EDUCATION ON TAIWAN

Nine institutions offering postsecondary instruction are not recognized by the government of Hong Kong:

Chu Hai College
Canton College
Heung Kong College
Great Union College
Hwa Kiu College
Tak Ming College
Tsing Hua College
Far East College
Hong Kong Buddhist College

These institutions offer bachelor's degrees that are recognized and awarded through the Ministry of Education in Taiwan. Chu Hai is the strongest of these institutions and is the only one recognized by the Taiwan government at a university.

These schools are small in terms of student body and faculty with the exception of Chu Hai, which had an enrollment of 2,500 students in 1972. The faculties and facilities of these schools are not comparable to those of the universities or approved postsecondary colleges.

Awarding and validation of degrees are made by the Ministry of Education in Taiwan. It is not known by what criteria such validation is granted. Inspection visits are made to Hong Kong by Taiwan representatives, but this appears to be done at irregular intervals. Degrees from these schools are not recognized in any way by the government of Hong Kong.

Evaluation of graduates from these programs who apply for graduate training in the United States should be made with great care. There is evidence that graduates from Chu Hai have been successful in postgraduate programs in the United States. However, a record of performance in the college program, the Hong Kong external examinations, particularly the GRE or GMAT, or an appropriate graduate-level admission examination should be required.

Admissions officers should note that many students attending these institutions may be doing so because universities or approved colleges were not available to them. This may be because of economic factors or other conditions over which the students had no control. Therefore, such students may be very able and deserve careful evaluation given the highly structured nature of the Hong Kong educational system.

PLACEMENT RECOMMENDATIONS, HONG KONG

Educational Background of Hong Kong Students	Placement Recommendation for U.S. Admissions Officers
1. Less than completion of Form V	Place in elementary or secondary school on a year-for-basis
2. HKCE Examination after Form V (chronologically represents 11 years of schooling)	May be considered for Freshman college admission, as are exceptional U.S. students, if student possesses grades of A.B.C. (equivalent of GCE "O" level and high test scores.
3. HKCE plus one year of lower Form VI (sometimes referred to as Form VI or Middle VI)	Consider for Freshman college admission. No advanced standing should be granted.
4. Completion of Lower VI or Middle VI and performs successfully on the Chinese University Higher Level Examination (Matriculation)	Consider for Freshman college admission. No advanced standing should be granted.
5. Completion of upper Form VI (Form VII) plus 2 "A" Level passes on the University of Hong Kong Advanced Level Examination	Consider for undergraduate admission with advanced standing for those subjects passed on the "A" Level Examinations.
6. Completion of the three-year Registered Nurse program	Consider for undergraduate admission with possible advanced standing.
7. Completion of two year Certificate program in one of the Colleges of Education or the Hong Kong Technical Teachers College	Consider for undergraduate admission with up to 30 semester hours credit in education courses.
8. Completion of 3rd year Specialist program in one of the Colleges of Education	Consider for undergraduate admission with up to 30 additional semester hours credit in education courses.
9. Completion of Technical Institute or Hong Kong Polytechnic program leading to the Technician (ordinary) Certificate or diploma	Consider for admission at the undergraduate level in the same or related fields. Advanced standing may be considered on a course by course basis (up to 30 semester credits) [a]

	Educational Background of Malaysian Students	Placement Recommendation for U.S. Admissions Officers
10.	Completion of the Higher Diploma at the Hong Kong Polytechnic	Consider for undergraduate admission. Advanced standing may be considered on a course by course basis (up to 60 semester credits.[a] Additional credit may be granted for University of Hong Kong and GCE subjects passed at "A" Level.
11.	Completion of the Associateship at the Hong Kong Polytechnic	Consider for undergraduate admission with a maximum of 90 semester hours credit determined on a course by course basis.
12.	Completion of diploma program at approved postsecondary colleges (Hong Kong Baptist, Shue Yan College, Lingnan College)	Consider for graduate admission with appropriate testing—for example, GRE, GMAT, etc.
13.	Completion of bachelor's degree from the University of Hong Kong or the Chinese University of Hong Kong.	Consider for graduate admission.
14.	Completion of master's degree from the University of Hong Kong or the Chinese University of Hong Kong	Graduate degrees may be considered as comparable to U.S. degrees except for the Master of Philosophy, which is a research degree requiring no course work.
15.	Completion of bachelor's degree from postsecondary colleges awarded by the Ministry of Education in Taiwan	Candidates may be considered for graduate admission with appropriate testing—for example, GRE, GMAT, etc.
16.	Completion of a Doctor of Philosophy degree program	Consider comparable in level and purpose to Ph.D. in U.S.

Footnote a: U.S. special purpose institutions which offer comparable programs may consider granting credits which exceed the maximum number recommended.

Special Notes for Admissions Officers

In considering eligibility for admission, it is recommended that schools use the HKCE/GCE results. These results may be verified by the Hong Kong Examination Authority or the Institute of International Education. Year-by-year high school transcripts are readily available; however, grades vary from school to school and cannot be appropriately equated to grading in the United States.

For schools requiring standardized test scores, the SAT is given regularly throughout schools in Hong Kong, and the ACT is administered by the Hong Kong International School.

APPENDIX A: 1977-78

Level	Number of Schools	Number of Students	Comments
Kindergarten	786	171,879	-Age group: 3-6 years old -Rising Enrollment
Primary Education		547,842 + 16,425 in night schools	-Decline in enrollment because of decline in birth rate -Chinese is the language of instruction in most primary schools -English is taught as a second language
Anglo-Chinese Secondary Schools	302	331,036	-English is the language of instruction -Due prominence given to Chinese subjects taught in Chinese
Chinese Middle Day Schools	103	63,485	-Chinese is the language of instruction -English is taught as a second language
Secondary Technical Schools	18	14,504	-10 schools run by the government, 6 schools subsidized, 2 schools are private -English is the language of instruction -Chinese is taught as a second language
Pre-Vocational	10	7,800	-All subsidized by the government -50% of the courses are general education -50% of the courses are technical
Secondary Modern Schools	5	3,953	-A three year secondary course with a practical bias
Secondary Schools	9 (private) 10 (subsidized)	8,506	-Technical and trade training that *does not* lead to certificate of Education examination
Secondary Schools for English Speaking	2		-1 operated by government, 1 operated by the English Schools Foundations -They cater to children in the 11-18 age group -Offer courses leading to Certificate of Secd. Education exam *or* London General Certificate of Education O-level and A-level exams
Technical Institutes	4	21,033	-Courses related to the needs of major industries -Plans to build a 5th school in Kowloon Tong expected to open in September 1979

Note: In September, 1977 there were 420,635 day-time students enrolled in secondary schools. This is an increase over 1976.

APPENDIX B

Planned Growth in Subsidized Places at the Post-Form III Level

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
A. 15 year old population	113,440	112,770	108,390	101,670	95,450	89,740	84,290	76,690	76,210	77,290
B. Full-time school places										
Government Schools	3,360	3,360	3,880	5,000	6,200	5,880	5,880	5,880	5,880	5,880
Aided Schools[1]	16,192	21,976	24,357	26,741	48,800	49,080	49,200	49,200	49,160	49,160
Other Types[2]	970	1,330	1,530	2,105	2,150	2,215	2,270	2,305	2,360	2,460
% in full-time school education	18	24	27	33	60	64	68	72	75	74
C. Full-time places in technical institutes	1,530	1,530	2,240	2,520	2,560	2,600	2,640	2,880	3,080	3,130
% in full-time education	19	25	30	36	63	67	71	76	79	78
D. Part-time day and evening places in technical institutes	7,780	7,780	9,000	9,600	10,060	10,060	10,060	11,880	11,970	11,970
Evening places on senior secondary courses in adult education centers[3]	1,160	1,160	1,400	1,520	1,960	2,040	2,200	2,200	2,200	2,200
% in full time or part-time education	27	33	39	47	75	80	86	93	98	97

Notes: 1. Including schools in the process of becoming fully-aided.

2. English-speaking schools, Police Cadet School, 15 year olds in special schools.

3. Places will, in accordance with stated policy, be expanded or contracted to meet demand. This is the expected requirement for Form III leavers.

Requirement for Subsidized Lower/Middle Form VI Places

1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
6,000	6,400	6,520	8,450	9,410	10,580	18,330	18,320	18,360	18,360

Note: This is the maximum requirement to meet the stated policy of providing subsidized sixth-form places for up to one-third of students entering subsidized Form IV places two years previously. Such places will be provided in schools and in Approved postsecondary colleges. The actual number of places provided in any given year may vary slightly from the target according to the stage of development of the institutions involved.

APPENDIX C: REFERENCES

1. Sasnett, Sepmeyer, and Sharp, *The Country Index*, 1971.
2. IIE, *Guidelines for the Placement of Students from Taiwan and Hong Kong*, 1966.
3. Philip Rees, *Hong Kong 1978*.
4. NAFSA, *The Admission and Placement of Students from the Pacific-Asia Area*, Workshop Report, 1970.
5. *Education in Hong Kong*, A Hong Kong Government Information Service Publication, September 1977.
6. *Coming to Hong Kong*, A Hong Kong Government Information Service Publication, October 1976.
7. WES, *United Kingdom*, 1976.
8. WES, *Hong Kong*, 1961.
9. IIE, Supplementary Information Sheet, September 1974.
10. IIE, Institutional Reports.
11. HEW, OE 14049, *Education in Hong Kong*, 1960.
12. G. B. Nixon, Registrar Columbia Junior College, unpublished report on Hong Kong secondary, 1976.
13. IIE, "Correlations Between Hong Kong Certificate of Education Examination (HKCEE) and Admissions Testing Program (ATP)," James W. Ho, unpublished report on Hong Kong secondary, 1973.

APPENDIX D: TRANSCRIPT SAMPLES

1. Chinese University of Hong Kong
2. Chinese University of Hong Kong
3. University of Hong Kong
4. Sir Robert Black College of Education
5. Hong Kong Baptist College
6. Shue Yan College
7. Hong Kong Polytechnic (2 samples)
8. Anglo-Chinese Secondary School-Wah Yan College
9. Hong Kong Examinations Authority
10. Hong Kong Examinations Authority, Individual Results
11. Hong Kong Certificate of Education Sample (English sample)
12. Hong Kong Certificate of Education (Chinese sample)
13. University of London GCE-sample, "O" level
14. Secondary Transcript
15. Hong Kong Certificate of Education Results

THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

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學業成績表
TRANSCRIPT OF ACADEMIC RECORD

Name [redacted] (Chinese) [redacted] College United

Faculty Social Science Department Economics

Date of Birth October 7, 1954 Place of Birth Hong Kong Nationality Chinese

Date of Attendance from Sept. 1973 to June 1977 Student I.D. No. 335115

* Degree Awarded by the University Bachelor of Social Science with Honours, 2nd Class Lower Division

Conferred on November 3, 1977

Course No.	Course Title	1st term Unit	1st term Grade	2nd term Unit	2nd term Grade
	First Year - 1973-74				
CHI115	College Chinese I	3	B-	-	-
CHI116	College Chinese I	-	-	3	C+
ENG115	College English I	3	B-	-	-
ENG116	College English I	-	-	3	B-
PHE101	Physical Education : Fundamentals A/B	1	B	-	-
PHE102	Physical Education : Fundamentals A/B	-	-	1	A
BSA102	Introduction to Business Organization & Management I	3	C	-	-
BSA103	Introduction to Business Organization & Management II	-	-	3	B
BSA130	Financial Accounting I	3	B-	3	B
GPA101	Fundamentals of Government	3	C	-	-
HIS103	Main Trends in Chinese History	3	B	-	-
ECO101	Introductory Economics	-	-	3	C+
PMA104	Introduction to Finite Mathematics	-	-	3	B
PMA103	Introduction to Methods	3	A-	-	-
	Term GPA	2.68		2.79	
	Second Year - 1974-75				
ECO201	Basic Economic Theory	3	D	3	C-
ECO202	Statistics I	3	C-	3	D
CHI107	Chinese Calligraphy II	2	C	2	C
PHI207	Introduction to Political & Social Philosophy	3	B	3	C+
GPA209	Government of Hong Kong	3	B-	-	-
GPA203	Modern Political Ideologies	-	-	3	B
ECO204	Mathematics for Economist	3	C-	3	D
	Term GPA	2.00		1.82	
	Third Year - 1975-76				
ECO301	Money & Banking	3	B	3	C
ECO303	Intermediate Economic Theory	3	B	3	C+
ECO306	The Chinese Economy since 1949	3	C	3	A-
GPA313	Contemporary Chinese Political Thought	3	C+	-	-
HIS460	Western Economic History	3	C	3	A-
GPA210	Chinese Political Systems	-	-	3	C+
GPA431	Chinese Foreign Policy	-	-	3	I
	Term GPA	2.47		2.33	
	Fourth Year - 1976-77				
ECO401	International Economics	3	B-	3	C+
ECO402	Comparative Economic Systems	3	B	3	B+
ECO405	Economic Development	3	C+	3	B+
GPA339	Public Administration in H.K.	-	-	3	I
GPA430	Policy Problems in Hong Kong	-	-	3	B-
	Term GPA	2.67		2.33	

JAN 1[illegible]

This is an official transcript
Please do not give it to the student

Grade and Standard

Grade	Standard	Sub-divisions (if needed)	Converted Points
A	Excellent	A	4.0
A-	Very good	A-	3.7
B	Good	B+	3.3
		B	3.0
		B-	2.7
C	Fair	C+	2.3
		C	2.0
		C-	1.7
D	Poor	D	1.0
E	Failure	E	0
F	Bad failure	F	0
I	Incomplete		

* *Classification of Degree*

A. Bachelor's Degree with Honours
- 1st Class
- 2nd Class Upper Division
- 2nd Class Lower Division
- 3rd Class

B. Bachelor's Degree

Date 2 JAN [illegible]

for Registrar

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THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

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學業成績表
TRANSCRIPT OF ACADEMIC RECORD

Name ____________ (Chinese) ____________ College United

Faculty Business Administration Department Accounting & Finance

Date of Birth February 29, 1956 Place of Birth Hong Kong Nationality Chinese

Date of Attendance from Sept. 1974 to May 1978 Student I.D. No. ____________

* Degree Awarded by the University Bachelor of Business Administration with Honours, 2nd Class Upper Division

Conferred on November 30, 1978

Course No.	Course Title	1st term Unit	1st term Grade	2nd term Unit	2nd term Grade
	First Year - 1974-75				
BSA102	Introduction to Business Organization & Management I	3	B	-	-
BSA130	Financial Accounting I	3	A-	3	A
CHI115	General Chinese	3	B-	-	-
CHI116	General Chinese	-	-	3	B-
ENG115	General English	3	B	-	-
ENG116	General English	-	-	3	A
GED105	Man in Modern Society	3	Pass	3	Pass
JAS101	Japanese I	3	C	3	B-
PHE105	Physical Education : Fundamentals A/B	1	C+	-	-
PHE106	Physical Education : Fundamentals A/B	-	-	1	C+
PMA121	Mathematics for Business Administration	3	B	3	B+
	Term GPA	2.86		3.27	
	Second Year - 1975-76				
ACG201	Intermediate Accounting	2	A-	2	B+
CSC111	Fortran Programming	3	B-	-	-
ECO301	Money & Banking	3	B-	3	C+
FIN203	International Trade	3	C	-	-
GBM103	Principles of Management	3	A-	-	-
GBM105	Business Economics	3	B+	3	A-
CSC221	Data Processing & Cobol Programming	-	-	3	B-
GBM202	Introductory Business Statistics	-	-	4	B+
PSY100	General Psychology	-	-	3	B
	Term GPA	2.96		3.06	

Course No.	Course Title	1st term Unit	1st term Grade	2nd term Unit	2nd term Grade
	Third Year - 1976-77				
ACG301	Cost Accounting	3	B	-	-
ACG305	Business Law	2	C+	2	B+
GBM303	Operations Research	3	A	-	-
GBM307	Statistical Analysis of Time Series	2	A+	-	-
ITB201	Introduction to International Business	3	A-	-	-
MKT201	Basic Marketing	3	B	-	-
ACG302	Cost Analysis	-	-	3	A-
FIN302	Financial Management	-	-	3	A-
GBM302	Statistical Analysis for Business Decisions	-	-	3	A-
	Term GPA	3.40		3.61	
	Fourth Year - 1977-78				
ACG303	Advanced Accounting I	3	B+	-	-
ACG401	U.K. Tax Accounting	3	B	-	-
ACG403	Auditing	3	B	3	B
GBM203	Business Communications	3	B+	-	-
MKT403	Advertising	3	B	-	-
ACG304	Advanced Accounting II	-	-	3	A-
ACG402	Hong Kong Tax Accounting	-	-	3	B
MKT404	Sales Management	-	-	3	B+
	Term GPA	3.12		3.25	
	Passed the Degree Examination				

Grade and Standard		*Sub-divisions (if needed)*	*Converted Points*
A	Excellent	A	4.0
A-	Very good	A-	3.7
B	Good	B+	3.3
		B	3.0
		B-	2.7
C	Fair	C+	2.3
		C	2.0
		C-	1.7
D	Poor	D	1.0
E	Failure	E	0
F	Bad failure	F	0

* *Classification of Degrees*

A. Bachelor's Degree with Honours
  1st Class
  2nd Class Upper Division
  2nd Class Lower Division
  3rd Class
B. Bachelor's Degree

Date ____________ ____________ Registrar

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UNIVERSITY OF HONG KONG

Office of the Registrar

Record of ( )
(Title) (Surname) (First names) Name in Chinese characters, if any

I Personal Data

Sex Male Date of birth May 8, 1952

II Admission Data

Admitted to B.Sc.(Eng.) Degree Curriculum Date of Admission September 1975
Change of status to Date
Re-admitted to Date
Re-admitted to Date
Re-admitted to Date

III Details of any University merit awards, prizes etc.

Academic year(s)	Title of award
1975-76	Grantham Scholarship
1976-77	Grantham Scholarship
1977-78	Grantham Scholarship

IV Academic Record at the University

Academic year(s)	Courses taken	Examination(s) taken	Results*
1975-76	First Year - B.Sc.(Eng.) Part I (Electrical Engineering)	Part I Examination May 1976	
	Mathematics		Pass
	Properties of Materials		Pass
	Engineering A		Pass
	Engineering C		Pass
	Electrotechnics		Pass
	Electronics		Pass
	Laboratory and Course Work		Pass
1976-77	Second Year - B.Sc.(Eng.) Part II (Electrical Engineering)	Part II Examination May 1977	
	Mathematics		Pass
	Electrical Theory		Pass
	Engineering Physics		Pass
	Mechanics of Machines and Control Principles		Pass
	Electronics and Communication		Pass
	Electrical Power and Machines		Pass
	Technology and Society		Pass
	Laboratory and Course Work		Pass

This document consists of two pages.

UNIVERSITY OF HONG KONG

Office of the Registrar

Record of ______________________ Page 2 of 2

IV Academic Record at the University (continued)

Academic year(s)	Courses taken	Examination(s) taken	Results*
1977-78	Final Year - B.Sc.(Eng.) Part III (Electrical Engineering)	Part III Examination May 1978	
	Industrial Organisation and Management		Pass
	Electronics		Pass
	Electrical Power		Pass
	Electronic Computers		Pass
	Electrical Energy Conversion		Pass
	Electrical Machines		Pass
	Laboratory and Course Work		Pass

V Degrees, Diplomas, etc., gained

(a)

Title	Classification**	Date of Conferment
B.Sc.(Eng.)	Second Class Honours Division Two	November 14, 1978
-	-	-
-	-	-

(b) In the case of a diploma/certificate the date issued: -

(c) Status at the time of issue of this transcript -

**The list of candidates successful in the B.Sc.(Eng.) Degree Final Examination is published in the following divisions:—
First Class Honours,
Second Class Honours Division One,
Second Class Honours Division Two,
~~Third Class Honours~~
Pass

Certified as correct copy:

Registrar

Date ....

This is an official transcript only when it bears the official signature and University stamp.

---

* This University, being conducted on the British pattern, does not award "credits" or issue details of marks or class positions. Examination performances are graded simply as Pass or Fail. Additional comments are made only when they are necessary for some special reason. Details of syllabuses are published in the University *Calendar*.

Note This document is issued to students who have left the University. It will in no case be issued to persons who are still registered as students of the University, but may be sent direct to the Registrar of a University to which the student concerned has applied for admission.

Ref. No. SRBCE 181/GEN/75

SIR ROBERT BLACK COLLEGE OF EDUCATION
6 CALDECOTT ROAD, PIPER'S HILL,
KOWLOON,
HONG KONG.

NOTICE CONCERNING TRANSCRIPT OF RECORD

At the request of : Mr.

I am forwarding a transcript of this student's record in the Sir Robert Black College of Education to the address given below. Please see the reverse side for the grading scheme and the allocation of time to the various subjects studied.

(B.M.M. Murray)(Mrs.)
Principal

Date 2nd February 1979

SIR ROBERT BLACK COLLEGE OF EDUCATION

Grading Scheme

Grades	Marks	
D	39 & below	Fail
C–	40 – 44	Minimum pass
C	45 – 49	Pass
C+	50 – 54	Average
B–	55 – 59	Above average
B	60 – 64	Good
B+	65 – 69	Very good
A–	70 – 74	Extremely good
A	75 – 79	Excellent
A+	80 –	Outstanding

Number of periods per week

	Two-year Course	
	1st Year	2nd Year
Elective A	6	8
Elective B	4	8
Elective C	4	5
Chinese	3	0
Education	3	4
General English	3	3
Health Education	2	1
Nature Study	2	0
Oral English	2	0
Primary Mathematics	2	0
Social Studies	2	0
Audio Visual Aids	1	1
Demonstration/Criticism Lessons	2	2
P.E. or Art/Music Appreciation	0	1
Tutorials	4	7
	40	40

Note : (a) 80 weeks for two academic years. This includes 14 weeks of practical teaching.

(b) Each week consists of 40 periods each of 40 minutes.

SIR ROBERT BLACK COLLEGE OF EDUCATION
Kowloon, Hong Kong.

Name : (English) .... (Chinese) ....

Course : ...Two-year Full-time Course (English)... Reg. No. ...76[redacted]...........

		FIRST YEAR			SECOND YEAR			THIRD YEAR		
		Course Work Assessment		Teaching Practice	Course Work Assessment		Teaching Practice	Course Work Assessment		Teaching Practice
		MID YEAR	FINAL	1	MID YEAR	FINAL	1	MID YEAR	FINAL	1
	Education	C	C+	C+	C	C	C+			
	Audio Visual Education									
	General Chinese					C				
	General English	B	B			B-				
	General Art	C-	C							
	Cultural Activities					A				
Electives	I. Science	B-	B	C+	C	C	C	Elective :		
	II. P. E.	B-	B-	C+	B-	C+	B-			
	III. Maths.	B	B-	C-	B	C	C+			
General Primary Subjects	Chinese	D	C-	C+	Final grade for Teaching Practice		C+	Final grade for Teaching Practice		
	Health Science	C-	B							
	Mathematics	C+	C	C-						
	Nature Study	C	C	C+	Grade for Project / Attachment			Grade for Project / Attachment		
	Social Studies	C+	C+							
	Overall grade for Gen. Pri. Subj.			C						

Average grade for Teaching Practice 1	C
Average grade for Teaching Practice 2	B+
Final grade for Teaching Practice	C+

Remarks :

Grades used :- A, B, C, D, E with C- indicating a minimum pass.

Date 2nd February 1979

B.M. Murray
(B.M.M. Murray)(Mrs.)
Principal

Hong Kong Baptist College

224 WATERLOO ROAD, KOWLOON
HONG KONG

TRANSCRIPT OF ACADEMIC RECORD

NAME	STUDENT NO.	SEX	DATE OF BIRTH MON	DAY	YR.	ADMIT-DATE	DEPARTMENT	MAJOR	MINOR
SAMPLE		F	11	12	54	SEP 74	B.M.	B.M.	ACCT

ACADEMIC YEAR	SEMESTER	COURSE CODE AND NO.	COURSE TITLE	UNIT ATTEMPTED	GRADE	UNIT GAINED	GRADE POINT	REMARK
4-5	1	PHIL 1110	INTRO.TO COLLEGE LIFE	2	A	2	8	
4-5	1	CHI 1111	FIRST YEAR CHINESE	3	C	3	6	
4-5	1	ENG 2111	2ND YR.ENG-WRITE.& RES.	3	B	3	9	
4-5	1	PSY 1110	INTRO.TO PSYCHOLOGY	3	A	3	12	
4-5	1	ECON 1111	PRINCIPLES OF ECONOMICS	3	C	3	6	
4-5	1	ACCT 1111	PRINCIPLE OF ACCOUNTING	3	A	3	12	
4-5	1	ABLY 1111	FIRST YEAR ASSEMBLY	0	S	0	0	
4-5	1	F.A. 1851	WESTERN PAINTING I	1	B	1	3	
4-5	1	ENG 1111	1ST YR.ENG.-COMPOSITION	0	CR	3	0	CR.EXAM.
			*DEAN'S LIST	* 18		* 21	* 56	GPA=3.11
4-5	2	PHIL 1120	INTRO.TO CHRISTIANITY	2	A	2	8	
4-5	2	CHI 1112	FIRST YEAR CHINESE	3	C	3	6	
4-5	2	ENG 2112	2ND YR.ENG-WRITE.& RES.	3	B	3	9	
4-5	2	ACCT 1112	PRINCIPLE OF ACCOUNTING	3	A	3	12	
4-5	2	ABLY 1112	FIRST YEAR ASSEMBLY	0	S	0	0	
4-5	2	F.A. 1852	WESTERN PAINTING I	1	B	1	3	
4-5	2	SOC 1110	INTRO.TO SOCIOLOGY	3	A	3	12	
4-5	2	BUS 1220	MATH.ANAL.FOR BUS.MGT.	3	B	3	9	
4-5	2	ECON 1112	PRINCIPLES OF ECONOMICS	3	A	3	12	
4-5	2	ENG 1112	1ST YR.ENG.-COMPOSITION	0	CR	3	0	CR.EXAM.
			*DEAN'S LIST	* 21		* 24	* 71	GPA=3.38
5-6	1	ABLY 2111	SECOND YEAR ASSEMBLY	0	S	0	0	
5-6	1	BUS 1420	STATISTICS I	3	B	3	9	
5-6	1	BUS 2110	BUSINESS ENTERPRISE	3	B	3	9	
5-6	1	BUS 2260	CORPORATION FINANCE	3	B	3	9	
5-6	1	BUS 2360	MARKETING CONCEPTS	3	A	3	12	
5-6	1	BUS 3460	ELECTRON.DATA PROCESS.	3	A	3	12	
5-6	1	ECON 2111	MONEY AND BANKING	3	A	3	12	
			**PRESIDENT'S HONORS ROLL	* 18		* 18	* 63	GPA=3.50
5-6	2	ABLY 2112	SECOND YEAR ASSEMBLY	0	S	0	0	
5-6	2	BUS 2120	BUSINESS OPERATIONS	3	A	3	12	
5-6	2	BUS 2270	FINANCIAL MARKETS	3	B	3	9	
5-6	2	BUS 2370	MARKETING STRATEGY	3	A	3	12	
5-6	2	BUS 2420	STATISTICS II	3	B	3	9	
5-6	2	BUS 2460	INTRO.TO OPERATIONS RES	3	C	3	6	
5-6	2	ECON 2112	MONEY AND BANKING	3	A	3	12	
			*DEAN'S LIST	* 18		* 18	* 60	GPA=3.33
6-7	1	REL 2110	NEW TESTAMENT	2	A	2	8	
6-7	1	ABLY 3111	THIRD YEAR ASSEMBLY	0	S	0	0	
6-7	1	ACCT 2111	ASSET & EQUITY ACCOUNT.	3	C	3	6	
6-7	1	BUS 3110	LE.ASP.OF BUS.& PUB.POL	3	B	3	9	
6-7	1	BUS 3720	INVESTMENT & SECURITIES	3	A	3	12	
6-7	1	BUS 3730	PROBLEM IN CORP.FINANCE	3	B	3	9	
6-7	1	BUS 3960	COBOL & RPG	3	B	3	9	
			*DEAN'S LIST	* 17		* 17	* 53	GPA=3.12

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DATE: [illegible] 1979

REGISTRAR:

TRANSCRIPT INVALID WITHOUT EMBOSSED SEAL AND SIGNATURE

Hong Kong Baptist College

224 WATERLOO ROAD, KOWLOON
HONG KONG

TRANSCRIPT OF ACADEMIC RECORD

NAME	STUDENT NO.	SEX	DATE OF BIRTH			ADMIT-DATE	DEPARTMENT	MAJOR	MINOR
			MON	DAY	YR.				
SAMPLE		F	11	12	54	SEP 74	B.M.	B.M.	ACCT

ACADEMIC YEAR	SEMESTER	COURSE CODE AND NO.	COURSE TITLE	UNIT ATTEMPTED	GRADE	UNIT GAINED	GRADE POINT	REMARK
6-7	2	REL 3110	OLD TESTAMENT	2	A	2	8	
6-7	2	ABLY 3112	THIRD YEAR ASSEMBLY	0	S	0	0	
6-7	2	ACCT 2112	ASSET & EQUITY ACCOUNT.	3	C	3	6	
6-7	2	BUS 3120	COMMERCIAL LAW	3	B	3	9	
6-7	2	BUS 4740	INVESTMENT ANALYSIS	3	C	3	6	
6-7	2	BUS 4760	REAL ESTATE	3	A	3	12	
6-7	2	SEC 4220	BUSINESS COMMUNICAT.II	3	A	3	12	
		*	DEAN'S LIST *	17	*	17 *	53	GPA=3.12
7-8	1	PHIL 4771	SOCIAL ETHICS	1	A	1	4	
7-8	1	ABLY 4111	FOURTH YEAR ASSEMBLY	0	S	0	0	
7-8	1	ACCT 3121	COST ACCOUNTING	3	B	3	9	
7-8	1	BUS 3630	ORGANIZATIONAL THEORY	3	A	3	12	
7	1	BUS 3640	PERSONNEL SYS.& IND.REC	3	B	3	9	
7	1	BUS 3810	MARKET.RESEARCH METHODS	3	A	3	12	
7-8	1	BUS 3840	ADVERTISING	3	A	3	12	
		**	PRESIDENT'S HONORS ROLL*	16	*	16 *	58	GPA=3.63
7-8	2	PHIL 4772	SOCIAL ETHICS	1	B	1	3	
7-8	2	ACCT 3122	COST ACCOUNTING	3	C	3	6	
7-8	2	BUS 3820	SALES FORCE MANAGEMENT	3	A	3	12	
7-8	2	BUS 4660	BUSINESS POLICY	3	A	3	12	
7-8	2	BUS 4810	CONSUMER BEHAVIOR	3	A	3	12	
7-8	2	ABLY 4112	FOURTH YEAR ASSEMBLY	0	S	0	0	
		*	DEAN'S LIST *	13	*	13 *	45	GPA=3.46

CREDITS GAINED IN CREDIT EXAM. 6
NET TOTAL - UNITS ATTEMPTED 138
UNITS GAINED 144
GRADE POINTS 459
DIPLOMA AWARDED IN NOVEMBER 1978

GRADE POINT AVERAGE (GPA) 3.33
* DISTINCTION

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DATE: ....

REGISTRAR: ....

TRANSCRIPT INVALID WITHOUT EMBOSSED SEAL AND SIGNATURE

HONG KONG SHUE YAN COLLEGE

Academic Record of .... *of the*

Department of Sociology & Counceling & Guidance

Date of Attendance September *19* 75 *to* July *19* 77.

Diploma of / *conferred on* *19*

Certified to be correct on August 24 *19* 77.

by KHAW SZE SENG, *Registrar.*

A = 4.00 = Excellent
B = 3.00 = Good
C = 2.00 = Average
D = 1.00 = Below Average
F = 0.0 = Failure

Each (+) or (−) sign after a letter grade denotes an increase or decrease of 0.30 points.

Grade Points × Units = Weighted Grade Points

Total Weighted Grade Points / Total Enrolled Units = Average Grade Point

COURSE NO.	DESCRIPTIVE TITLE	FIRST TERM				SECOND TERM			
		HOURS PER WEEK				HOURS PER WEEK			
		Lectures	Field Work and/or Tutorial	Units Grades	Grade Points	Lectures	Field Work and/or Tutorial	Units Grades	Grade Points
Eng. 101-2	First Year English	3		C+	6.9	3		C−	5.1
Chi. 101-2	First Year Chinese	3		C	6.0	3		C	6.0
Socl 101-2	Principles of Sociology	3		D	3.0	3		B−	8.1
S.W. 103	Introduction to Social Work	3		B	9.0	-		-	-
S.W. 104	Social Service & Institution	-		-	-	3		C+	6.9
Psy. 101-2	Introduction to Psychology	3		A	12.0	3		B+	9.9
Eng. 141-2	Elementary Translation	2		C+	4.6	2		B−	5.4
Eng. 233	English Phonetics	3		B−	8.1	-		-	-
Eng. 234	English Structure	-		-	-	3		A−	11.1
	Attempted Units	20				20			
	Earned Units	20				20			
	Grade Point Average for First Year			2.55					
Eng. 211-2	English Composition & Report Writing	3		A	12.0	3		A	12.0
Soc. 231-2	Social Statistics	3		B+	9.9	3		B	9.0
Soc. 221-2	Social Research	3		B	9.0	3		B−	8.1
Soc. 210	Hong Kong Society	3		BQ	6.6	2		B	6.0
Law. 211-2	Constitutional Law	3		B+	9.9	3		C	6.0
Soc. 203	Contemporary Social Problems	-		-	-	3		B+	9.9
	Attempted Units	17				17			
	Earned Units	17				17			
	Grade Point Average for Second Year			3.2					

Notes: Transcript not valid without College Seal & Signature

Post-Secondary approved College

CONFIDENTIAL

HONGKONG POLYTECHNIC

TRANSCRIPT OF STUDIES

Record of ____________________ ____________________
(Surname) (First Name)

I Personal Data

Date of Birth 19.4.1953 Nationality

II Admission Data

Course 4-year part-time day release Ordinary & Higher Certificate course in Mechanical Engineering
1-year evening Endorsement Certificate course in Environmental Engineering

Department Mechanical & Marine Engineering

Date of Admission 10.1971 Registration Number 1134

III Academic Record

Academic Year	Examined Subject	Result	Academic Progress
1971/72	Engineering Science	74	passed, promoted
OC1	Workshop Technology	72	to OC2
	Mathematics	46	
	Engineering Drawing	61	
	Total marks	253	
	Average %	63.3	
	Position in class	7/33	
	Workshop Practice	62	
1972/73	Applied Heat	84	passed, awarded
OC2	Workshop Technology	66	Ordinary
	Mathematics	67	Certificate
	Applied Mechanics	71	
	Total marks	288	
	Average %	72	
	Position in class	3/20	
	Workshop Practice	52	
1973/74	Thermodynamic	61	passed, promoted
HC1	Principles of Electricity	73	to HC 2
	Workshop Technology	46	
	Theory of Machines	72	
	Strength of Materials	43	
	Total marks	295	
	Average %	59	
	Position in class	8/22	
1974/75	Thermodynamics	60	passed, awarded
HC2	Machine Design	70	Higher
	Theory of Machines	68	Certificate
	Strength of Materials	80	transferred to
	Total marks	278	Environmental
	Average %	69.5	Engineering in
	Position in class	13/29	1978/79

III Academic Record (Continued)

Academic Year	Examined Subject	Result	Academic Progress

IV Polytechnic Qualifications

Ordinary & Higher Certificate in Mechanical Engineering (1973 & 1975)

V Professional Qualifications

VI Scholarships and other awards

VII Remarks

Mr. Wong Tak-fai has worked well throughout his Certificate; Higher Certificate and Endorsement Courses. He has shown ability to absorb higher level academic study and is recommended for consideration for further study.

Date:____________________

Alice F.T. Liu (Miss)
Administrative Assistant
for *Academic Secretary*

Explanatory Notes

(1) With effect from the academic year 1975/76, results are graded by the following system:-

A	Distinction
B	Credit
C	Good Pass
D	Pass
E	Fail

(2) Promotion Requirement:—at least grade D (40%) in each subject in the sessional examination with an overall average of grade C (50 %)

(3) Any student required to sit supplementary examinations may not be awarded distinction.

TRANSCRIPT

WAH YAN COLLEGE

56, Waterloo Road,
Kowloon,
HONG KONG

Name
Address
Kowloon, Hong Kong.
Entered this school Sept., 1972.
Graduated June, 1977.
Student's Approximate Rank in 1977 Form 5
Graduation Class 11/155.

Subjects	No. of Periods Per Week	Semester Marks 1	Semester Marks 2
Year 1972-73 Form I			
English	10	81	7
Chinese	5	75	71
Chinese History	2	87	[illegible]
Mathematics	7	74	[illegible]
General Science	2	85	8
History	2	85	[illegible]
Geography	2	69	6
Music	2	69	7
Art	2	55	6
		-	-
Year 1973-74 Form II			
English	10	85	7
Chinese	5	75	8
Chinese History	2	81	[illegible]
Mathematics	7	86	9
General Science	2	60	8
History	2	96	9
Geography	2	69	6
Music	2	63	8
Art	2	60	6
		-	-
Year 1974-75 Form III			
English	10	93	7
Chinese	5	79	8
Chinese History	2	89	9
Mathematics	7	61	7
Physics	2	69	8
Chemistry	2	66	7
Biology	2	93	6
History	2	99	8
Geography	2	64	8
Music	1	60	6
		-	-
Year 1975-76 Form IV			
English	8	74	[illegible]
Chinese	5	72	7
Chinese History	2	76	8
Mathematics	6	71	7
Physics	3	69	7
Chemistry	2	83	7
Biology	3	67	6
History	3	80	8
Geography	3	70	6
Religious Knowledge	2	76	8
		-	-

Subjects	No. of Periods Per Week	Semester Marks 1	Semester Marks 2
Year 19 76-77 Form V			
English	8	79	Public Exam.
Chinese	7	76	
Chinese History	2	81	
Mathematics	5	77	
Physics	4	73	
Chemistry	4	63	
Biology	3	59	
History	3	93	
Geography	-	-	
Religious Knowledge	3	91	
	-	-	
Year 19 77-78 Form VI			
English	4	79	74
Chinese	-	-	-
Chinese History	5	79	74
Applied Mathematics	-	-	-
Pure Mathematics	-	-	-
Physics	-	-	-
Chemistry	-	-	-
Biology	-	-	-
History	8	74	62
Geography	-	-	-
Ethics	2	53	-
Economics & Public Affairs	6	64	78
	-	-	-
Year 19 78-79 Form VII			
English	4	64	Public Exam.
Chinese	-	-	
Chinese History	5	84	
Applied Mathematics	-	-	
Pure Mathematics	-	-	
Physics	-	-	
Chemistry	-	-	
Biology	-	-	
History	9	50	
Geography	-	-	
Ethics	-	-	
Economics & Public Affairs	7	79	
	-	-	

Wah Yan College includes the full secondary course of 7 years. At the end of the fifth year, pupils sit for the Hong Kong Certificate of Education Examination (English), a public examination conducted by the Education Department. In the sixth and seventh years pupils do pre-university work and are prepared for the Advanced Level Examination of the University of Hong Kong. The school year, excluding holidays, covers 38 weeks, with 40 class periods of 40 minutes each, per week.

Marks in this transcript are given on the basis of a pass mark of 40:

100 – 90	A	79 – 60	C	49 – 40	E
89 – 80	B	59 – 50	D	Below 40	FAIL

N.B. Photostat Copies of this Transcript should not be accepted as Official unless certified true by the Principal or his Deputy.

Date 13th Feb., 1979.

Signed
Principal

Anglo [illegible] Secondary School

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香 港 考 試 局
HONG KONG EXAMINATIONS AUTHORITY

九龍廣東道三百九十三號
廣東道政府合署十二樓

CANTON ROAD GOVERNMENT OFFICES
393, CANTON ROAD, 11TH FLOOR,
KOWLOON, HONG KONG.

覆函請註明本署檔號
IN REPLY PLEASE QUOTE THIS REF.: EA(CE) 29/78.

電話 TELEPHONE: 3-688694

電報掛號 CABLES.

Date:

Dear Sir/Madam,

As requested by

I list below details of his/her results obtained in the above examination:

Subject	Language Medium	Grade	Remarks

Yours faithfully,

for Secretary

THIS LETTER OF CERTIFICATION IS INTENDED FOR THE ADDRESSEE ONLY.
UNDER NO CIRCUMSTANCES SHOULD IT BE GIVEN TO THE CANDIDATE.

(Please see notes overleaf)

HONGKONG POLYTECHNIC

TRANSCRIPT OF STUDIES

Record of ______________________________
(Surname) (First Name)

I Personal Data

Date of Birth

Nationality

II Admission Data

Course 3-year full-time Higher Diploma course in Systems Analysis

Department Computing Science

Date of Admission 10.1977

Registration Number 77665517

III Academic Record

Academic Year	Examined Subject	Result	Academic Progress
1977/78 Year 1	System Software	B	passed, promoted to year 2
	Advanced COBOL	B	
	COBOL Project	C	
	Data Processing	C	
	Report Programme Generator	A	
	FORTRAN	B	
	Quantitative Methods through BASIC II	B	
	Business Processes and Functional Management II	C	
	Fundamentals of Accounting II	C	
	English II	B	

III Academic Record (Continued)

Academic Year	Examined Subject	Result	Academic Progress

IV Polytechnic Qualifications

V Professional Qualifications

VI Scholarships and other awards

VII Remarks

Date:______________________

Alice F.T. Liu (Miss)
Administrative Assistant
(for Academic Secretary

Explanatory Notes

(1) With effect from the academic year 1975/76, results are graded by the following system:-

A	Distinction
B	Credit
C	Good Pass
D	Pass
E	Fail

(2) Promotion Requirement: — at least grade D (40%) in each subject in the sessional examination with an overall average of grade C (50 %)

(3) Any student required to sit supplementary examinations may not be awarded distinction.

Notes

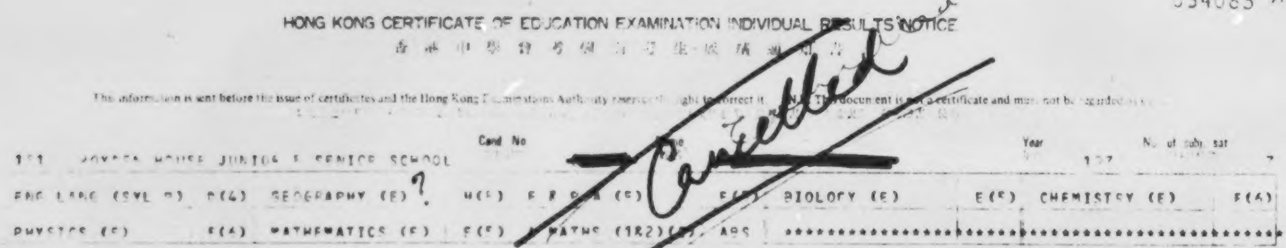
1. The standard achieved in each subject is recorded as one of eight grades of which A is the highest and H the lowest.

2. The number in brackets following the grades are inserted to prevent alteration, and should be as follows:-

   A (1) B (2) C (3) D (4) E (5) F (6) G (7) H (8)

3. An average candidate who has satisfactorily completed the approved course (normally five years) in a subject in a secondary school might be expected to achieve grade E or above.

4. 'O - level' in the Remarks column of this document means that the result obtained represents at least the equivalent of an O-level pass in an examination conducted by G.C.E. examining boards in the U.K. in the year in which the examination was taken.



034083 //

HONG KONG CERTIFICATE OF EDUCATION EXAMINATION INDIVIDUAL RESULTS NOTICE

香港中學會考個人考生成績通知書

This information is sent before the issue of certificates and the Hong Kong Examinations Authority reserves the right to correct it. N.B. This document is not a certificate and must not be regarded as

Sch [illegible] [illegible] HOUSE JUNIOR & SENIOR SCHOOL Cand No Name [redacted] Year [illegible] No. of subj. sat 7

ENG LANG (SYL B)	D(4)	GEOGRAPHY (E) ?	H(8)	E R & A (E)	E(5)	BIOLOGY (E)	E(5)
CHEMISTRY (E)	F(6)	PHYSICS (E)	D(4)	MATHEMATICS (E)	E(5)	A MATHS (1&2)(E)	ABS

Cancelled

HONG KONG CERTIFICATE OF EDUCATION

香港中學會考證書

This is to certify that in 1974

entered for the Hong Kong Certificate of Education Examination and achieved the grades indicated against each of the subjects listed below:

茲證明上述考生參加一九七四年香港中學會考各科成績如下：

Subject 科目	*Grade* 等級	*Remarks** 備註	*Language Medium* 語言
ENGLISH LANGUAGE (SYLLABUS B)	C(3)	O	ENGLISH
CHINESE LANGUAGE	C(3)	O	CHINESE
GEOGRAPHY	B(2)	O	ENGLISH
MATHEMATICS	E(5)	N	ENGLISH
BIOLOGY	D(4)	N	ENGLISH
BIBLICAL KNOWLEDGE	D(4)	N	ENGLISH
ECONOMIC AND PUBLIC AFFAIRS	C(3)	O	ENGLISH

Candidate No. 考生編號 42071

No. of results listed 上列成績數目

V : NIL
N : THREE
O : FOUR

Total 總數 SEVEN

* *See notes overleaf*
參閱背頁註釋

Signed on behalf of the
HONG KONG CERTIFICATE OF EDUCATION BOARD
香港中學會考委員會

D Hogan

Secretary
秘書

Chairman
主席

李孟標

Vice-Chairman
副主席

15TH AUGUST 1974
一九七四年八月十五日

Notes

1. Achievement in the examination is indicated on this certificate by eight grades, of which A is the highest and H the lowest.
2. The numbers in brackets following the grades are inserted to prevent alteration, and should be as follows:
   A (1) B (2) C (3) D (4) E (5) F (6) G (7) H (8)
3. The remarks column is intended for the guidance principally of Universities. The letters have the following significance:
   V: A subject for which, at present, there is no full equivalence with the G.C.E. 'O' level examinations as conducted by British examination boards.
   O: The result obtained, being grade C (3) or above, represents at least the equivalent of an 'O' level pass in a G.C.E. examination.
   N: The result obtained, being grade D (4) or below, represents a standard probably below that of an 'O' level pass in a G.C.E. examination.
4. Subjects entered for but not taken are not recorded on the certificate.

註釋

（一） 本證書所列各科之成績，共分八級，以A級為最高，H級為最低。

（二） 每一等級字之括弧內，註有相當於該等級之數字，以防塗改，例如：A (1)，B (2)，C (3)，D (4)，E (5)，F (6)，G (7)，H (8)

（三） 備註一欄專為各大學參考之用而設，備註項目上之V，O及N含意如下：

V — 表示所獲成績目前仍未曾與英國普通教育文憑試之普通級科目作一水準比較

O — 表示所獲成績（即C (3) 級或以上者），其水準不低於英國普通教育文憑試之普通級合格。

N — 表示所獲成績（即D (4) 級或以下者），未達相當於英國普通教育文憑試之普通級合格。

（四） 本證書概不列出缺考之科目。

香港中文中學會考證書
HONG KONG CERTIFICATE OF EDUCATION
(CHINESE)

茲證明

This is to certify that in 1972

參加一九七二年香港中文中學會考各科成績如下：

entered for the Hong Kong Certificate of Education Examination (Chinese) as A MIDDLE V CANDIDATE and achieved the grades indicated against each of the subjects listed below:

科目 Subject	等級 Grade
CHINESE	D(4)
ENGLISH LANGUAGE	C(3)
RELIGIOUS KNOWLEDGE (PROTESTANT)	D(4)
GEOGRAPHY	B(2)
ADVANCED MATHEMATICS	C(3)
ORDINARY MATHEMATICS	B(2)
PHYSICS	E(5)
CHEMISTRY	D(4)
BIOLOGY	A(1)

考生編號 Candidate No. 01475

上列科目總數 No. of subjects listed: NINE

香港中學會考委員會
Issued on behalf of the
HONG KONG CERTIFICATE OF EDUCATION BOARD

史璧瑞	李孟標	賀勤
G. L. SPEAK	LEE MANG PEW	D. HOGAN
主席	副主席	秘書
Chairman	Vice-Chairman	Secretary

一九七二年八月一日
1ST AUGUST 1972

CERTIFIED PHOTOSTAT COPY Lam Ying Ho

LAM Ying-Ho
Vice Principal
PUI CHING MIDDLE SCHOOL

Serial No.: 00543

STATEMENT OF RESULTS
成 績 證 明 書

This is to certify that
茲 證 明

entered for the
曾參與右列會考

and obtained the following results:
其 成 績 如 下

Subject 科目	Grade† 等級	Language Medium 應考語文	Remarks* 備註

CANCELLED

CANCELLED

CANCELLED

No. of subjects listed:
上列科目數目

* † See notes overleaf.
參閱背頁註釋

Date: ______________________
日期

Signed: ______________________
簽署
Secretary
秘書

This statement is issued to replace the original certificate. Reference may be made to the Hong Kong Examinations Authority for verification.

(Address: Canton Road Govt. Offices, 11th floor, 393 Canton Road, Kowloon.)

本文件專為申請補發會考證書之考生而設。如有疑問，可向香港考試局請求覆核。

（地址：九龍廣東道 393 號廣東道政府合署十二樓。）

NOTES

- 'O-level' in the Remarks column of this document means that the result obtained represents at least the equivalent of an O-level pass in an examination conducted by G.C.E. examining boards in the U.K. in the year in which the examination was taken.

†

註　釋

- 備註欄上之'O-level'字樣，表示其水準至少相當於該年在英國舉行之普通教育文憑試之普通級及格。

†

Year	Name of Examination	Grading System	年份	考試名稱	評級制度
1946–1948	Hong Kong School Leaving Certificate Examination	Pass Fail	1946–1948	香港中學畢業會考	及格 不及格
1949–1961	(a) Hong Kong School Certificate Examination (renamed the Hong Kong English School Certificate Examination in 1961)	Pass with Distinction Pass with Credit Pass Fail	1949–1961	(a) 香港中學畢業會考（1961年改名香港英文中學畢業會考）	優異 良好 及格 不及格
	(b) Hong Kong Chinese School Certificate Examination (first conducted in 1952)			(b) 香港中文中學高中畢業會考（於1952年首次舉行）	
1962–1964	(a) Hong Kong English School Certificate Examination	Grade 1 : Pass with Distinction Grades 2, 3 : Pass with Credit Grades 4, 5, 6 : Pass Grades 7, 8, 9 : Fail	1962–1964	(a) 香港英文中學畢業會考	1 級：優異 2,3 級：良好 4,5,6 級：及格 7,8,9 級：不及格
	(b) Hong Kong Chinese School Certificate Examination	Pass with Distinction Pass with Credit Pass Fail		(b) 香港中文中學高中畢業會考	優異 良好 及格 不及格
1965	(a) Hong Kong English School Certificate Examination	Grade 1 : Pass with Distinction Grades 2, 3 : Pass with Credit Grades 4, 5, 6 : Pass Grades 7, 8, 9 : Fail	1965	(a) 香港英文中學畢業會考	1 級：優異 2,3 級：良好 4,5,6 級：及格 7,8,9 級：不及格
	(b) Hong Kong Chinese School Certificate Examination			(b) 香港中文中學高中畢業會考	
1966	(a) Hong Kong English School Certificate Examination	Grade A : Pass with Distinction Grades B, C : Pass with Credit Grades D, E : Pass Grades F, G, H : Fail	1966	(a) 香港英文中學畢業會考	A 級：優異 B,C 級：良好 D,E 級：及格 F,G,H 級：不及格
	(b) Hong Kong Chinese School Certificate Examination	Grade A : Pass with Distinction Grades B, C : Pass with Credit Grades D, E : Pass Grades F, G : Fail		(b) 香港中文中學畢業會考	A 級：優異 B,C 級：良好 D,E 級：及格 F,G 級：不及格
1967	(a) Hong Kong English School Certificate Examination	Grade A : Pass with Distinction Grades B, C : Pass with Credit Grades D, E : Pass Grades F, G, H : Fail	1967	(a) 香港英文中學畢業會考	A 級：優異 B,C 級：良好 D,E 級：及格 F,G,H 級：不及格
	(b) Hong Kong Chinese School Certificate Examination			(b) 香港中文中學畢業會考	
1968–1973	(a) Hong Kong Certificate of Education Examination (English)	The standard achieved in each subject is recorded as one of eight grades of which A(1) is the highest and H(8) is the lowest. An average candidate who has satisfactorily completed the approved course (normally 5 years) in a subject in a secondary school, might be expected to achieve grade E(5) or above.	1968–1973	(a) 香港英文中學會考	各科成績共分A(1)至H(8)八級，其中以A(1)級爲最高，H(8)級爲最低。就一般水準之考生而言，如能在五年制中學修畢某科之課程至相當水準者，則該科之會考成績，當可達到E(5)級或以上
	(b) Hong Kong Certificate of Education Examination (Chinese)			(b) 香港中文中學會考	
1974 – —	Hong Kong Certificate of Education Examination	— ditto —	1974 –	香港中學會考	同上

050562

UNIVERSITY OF LONDON

RECEIVED
APR 24 1978
SIONS
ORDS

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

JUNE 1977

This is to certify that

TO

AT HONG KONG

obtained the grades indicated in the following subject(s):

ORDINARY LEVEL . (THREE SUBJECTS)

ECONOMICS	GRADE B
ENGLISH LANGUAGE	GRADE D
GEOGRAPHY	GRADE C

+++++++++++++++++++++++++

ST. FRANCIS XAVIER'S COLLEGE
This is to certify
that this photostat is ~~a true~~
copy of ~~[illegible]~~ original
Bro. Boscowei
Supervisor

Signed on behalf of the University of London A.R. Stephenson.

Secretary to the University Entrance
and School Examinations Council

Centre No. Cand. No. Date of Birth

Ref. No.: 872

TRANSCRIPT

Date : 1st Nov. 1977

Name To

Name in Chinese

Address , Kowloon, Hong Kong

Date of Birth 26th August, 1957

Place of Birth Hong Kong

Date of entry to school September, 1970

Date of leaving school At present in Form 7-Arts

Marking Scheme F. 1-5	F. 6
A–81 - 100%	75-100%
B–76 - 80%	66- 74%
C–65 - 75%	60- 65%
D–56 - 64%	50- 59%
E–50 - 55%	40- 49%
F–below 50%	below 40%

	Form 2 Grade 8 (1972 -1973)		Form 3 Grade 9 (1973 -1974)		Form 4 Grade 10 (1974 -1975)		Form 5 Grade 11 (1975 -1976)		Lower 6 Grade 12 (1976 -1977)		Upper 6 Grade 13 (19 -19)	
	No. of weeks 40		No. of weeks 40		No. of weeks 40		No. of weeks 34		No. of weeks 40		No. of week 30	
	Periods per week	Percentage or Grade	Periods per week	Percentage or Grade	Periods per week	Percentage or Grade	Periods per week	Percentage or Grade	Periods per week	Percentage or Grade	Periods per week	Percentage or Grade
English Lanuage	15	D	13	D	11	D	11	D	9	D		
English Literature												
Chinese Language	4	E	4	D	4	E	4	D	9	D		
Chinese Literature												
Mathematics	6	C	6	E	6	C	6	E	9	-		
Additional Maths.	—		—		1	F	1	-	-	-		
General Science	2	D	—		—		—					
Physics	—		3	E	3	F	3	-	9	-		
Chemistry	—		3	D	3	F	3	-	9	-		
Biology	—		3	E	3	D	3	-	9	-		
Chinese History	2	E	2	C	2	-	2	C	9	-		
General History	2	E	2	D	2	F	2	F	9	-		
Geography	2	E	2	E	2	E	2	C	9	D		
Biblical Knowledge	2	E	2	C	2	F	2	-	-	-		
E. P. A.	2	-	2	-	2	-	2	D	9	C		
Ethics	1	C	1	C	1	A	1	-	1	-		
Music												
Art												
General Average or Grade	55% (E)		57% (D)		50% ([illegible])		59% (D)		55% (D)			
Rank in class	115		97		180		16		9			

Supervisor

Bro. Bosco Wei

ST. FRANCIS XAVIER'S COLLEGE
45, Sycamore Street, Kowloon, Hong Kong.

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ST. FRANCIS XAVIER'S COLLEGE
This is to certify
that this photostat ~~is a true~~
[illegible]opy of th[illegible]riginal

HONG KONG CERTIFICATE OF EDUCATION

香港中學會考證書

This is to certify that in 1976

TO

entered for the Hong Kong Certificate of Education Examination and achieved the grades indicated against each of the subjects listed below:

茲證明上述考生參加一九七六年香港中學會考各科成績如下：

Subject 科目	*Grade* 等級	*Remarks* * 備註	*Language Medium* 語言
ENGLISH LANGUAGE (SYLLABUS B)	E(5)	N	ENGLISH
ECONOMIC AND PUBLIC AFFAIRS	E(5)	N	ENGLISH
GEOGRAPHY	D(4)	N	ENGLISH
HISTORY	E(5)	N	ENGLISH
MATHEMATICS	C(3)	O	ENGLISH
CHINESE LANGUAGE	D(4)	N	CHINESE
CHINESE HISTORY	D(4)	N	CHINESE

Candidate No. 考生編號 11259

No. of results listed 上列成績數目
V : NIL
N : SIX
O : ONE

Total 總數 SEVEN

* *See notes overleaf*
參閱背頁註釋

APR 24 1978
ND RECORDS

ST. FRANCIS XAVIER'S COLLEGE
This is to certify
that this photostat is a true
copy of the original
Bro. Boscolee
Supervisor

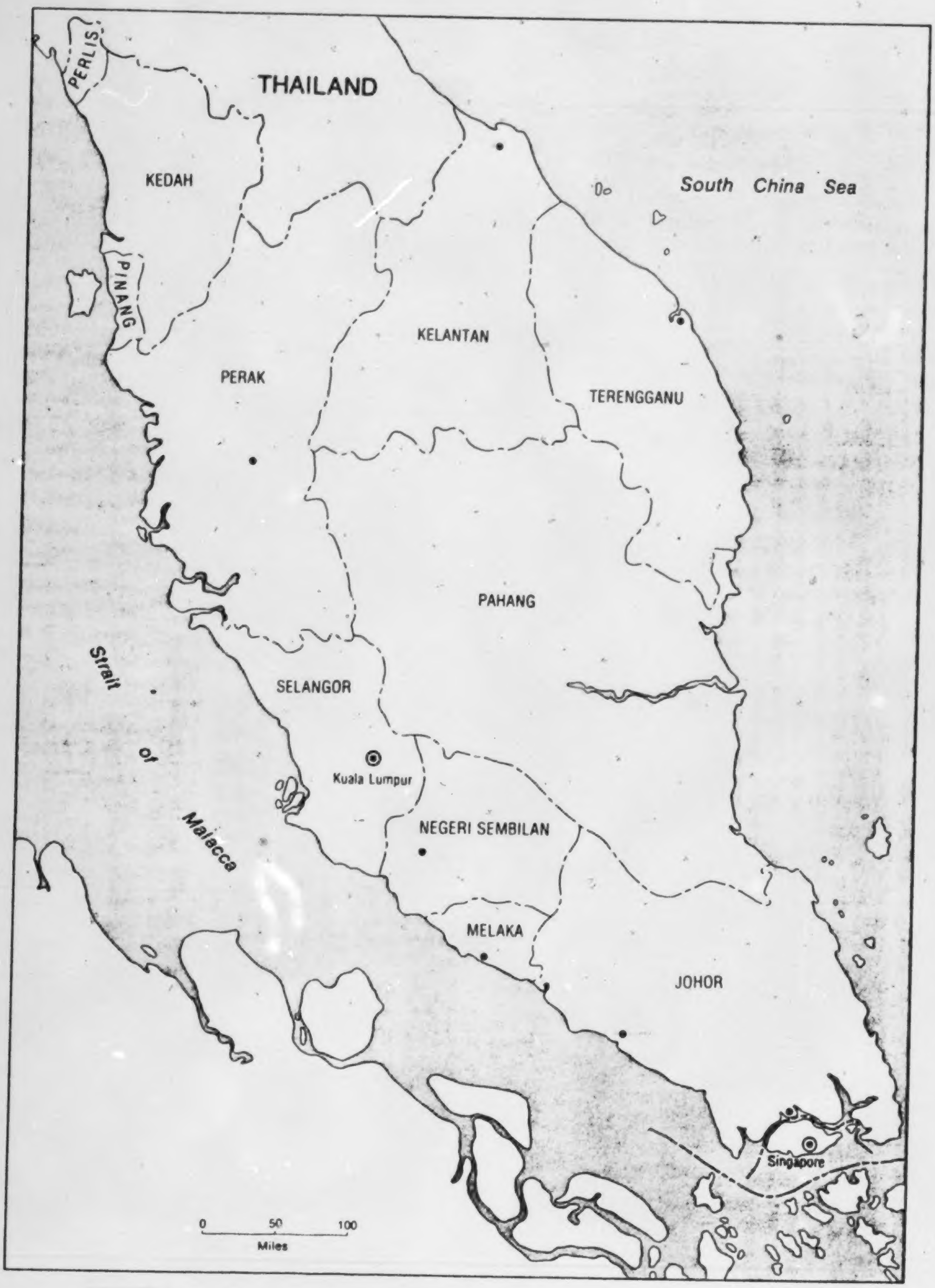
Signed on behalf of the
HONG KONG CERTIFICATE OF EDUCATION BOARD
香港中學會考委員會

陳永照

K. K. Barker

蘇宗仁

MALAYSIA


THAILAND
PERLIS
KEDAH
PINANG
South China Sea
KELANTAN
PERAK
TERENGGANU
PAHANG
SELANGOR
Kuala Lumpur
NEGERI SEMBILAN
MELAKA
JOHOR
Singapore
Strait of Malacca
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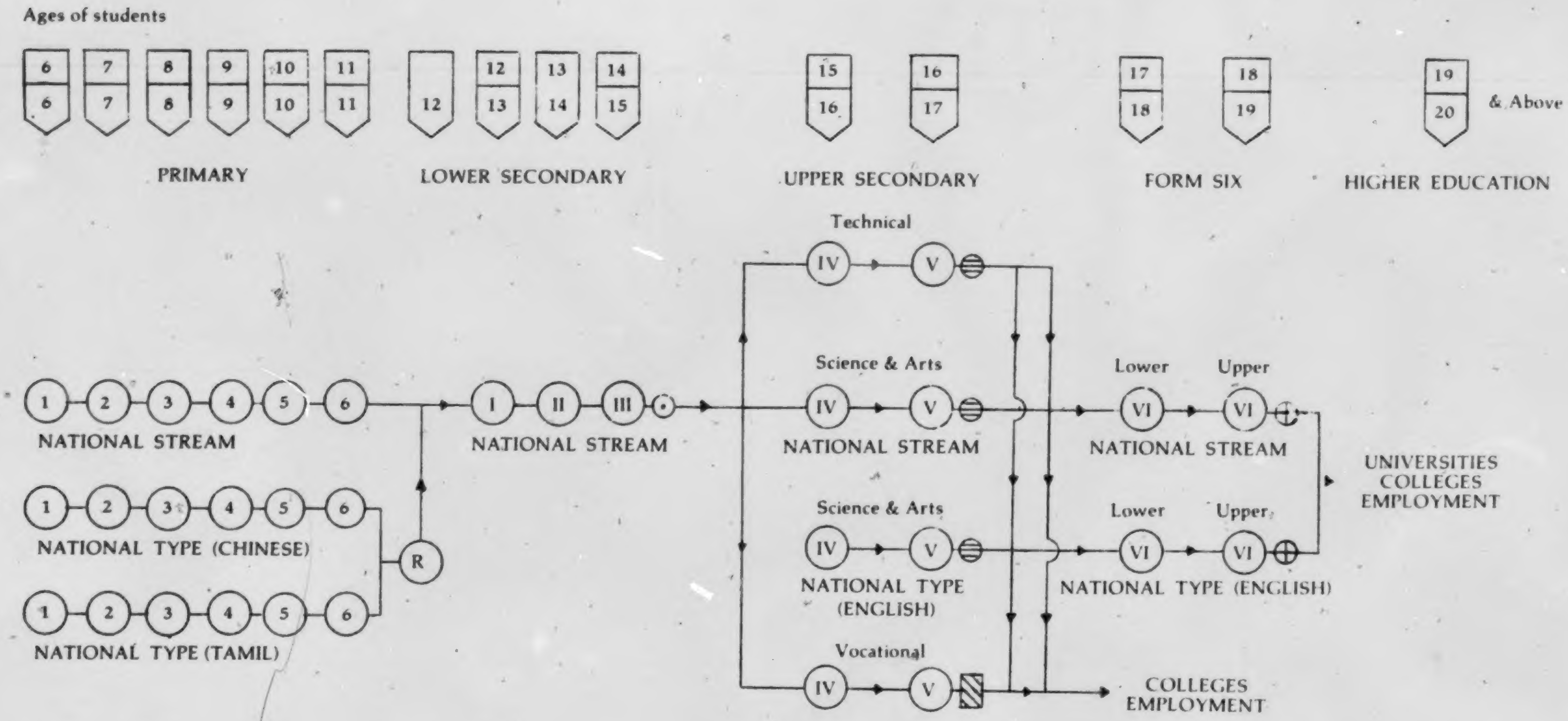
Miles

SYSTEM OF EDUCATION IN PENINSULAR MALAYSIA, 1978


Ages of students
6 6
7 7
8 8
9 9
10 10
11 11
12
12 13
13 14
14 15
15 16
16 17
17 18
18 19
19 20
& Above
PRIMARY
LOWER SECONDARY
UPPER SECONDARY
FORM SIX
HIGHER EDUCATION
1 2 3 4 5 6
NATIONAL STREAM
NATIONAL TYPE (CHINESE)
NATIONAL TYPE (TAMIL)
R
I II III
NATIONAL STREAM
Technical
IV V
Science & Arts
IV V
NATIONAL STREAM
Science & Arts
IV V
NATIONAL TYPE (ENGLISH)
Vocational
IV V
Lower Upper
VI VI
NATIONAL STREAM
Lower Upper
VI VI
NATIONAL TYPE (ENGLISH)
UNIVERSITIES
COLLEGES
EMPLOYMENT
COLLEGES
EMPLOYMENT

KEY

Ⓡ Remove class

⊙ Lower Certificate of Education

⊜ Malaysia Certificate of Education

⊕ Higher School Certificate (Cambridge)

▧ Malaysia Certificate of Vocational Education

MALAYSIA-SINGAPORE TEAM MEMBERS

Homer Higbee - Team Leader
Acting Dean, International Studies and Programs
Michigan State University

Richard J. Riehl
Director of Admissions
Western Washington University

Nolan E. Shepard
Foreign Student Advisor
University of Mississippi

Joann B. Stedman
Director of International Admissions
University of Southern California

Mary Jo Terkhorn
Admissions Officer
Indiana University

MALAYSIA

INTRODUCTION

THE COUNTRY

Malaysia is comprised of two major segments of territory. Peninsular Malaysia shares its northern border with Thailand. Its southern border is separated from the city-state of Singapore by the Johore Strait, a body of water approximately one-half mile in width. Eastern Malaysia, comprising the Provinces of Sabah and Sarawak, is separated from peninsular, or western, Malaysia by about 400 miles of the South China Sea. The total land area is 127,316 square miles—slightly larger than New Mexico.

The Malay Peninsula is a long, narrow strip of mountainous land extending from Burma and Thailand. It is at its widest, east-west axis, about 200 miles. Along a north-south axis of some 300 miles, the country is topographically dominated by a number of roughly parallel mountain ranges situated along the longitudinal grain of the peninsula. The main mountain range has elevations of more than 3,000 feet with peaks of 7,000 feet. Throughout the year temperatures average 78° to 82° in the lowlands, and humidity is high, resulting in a hot and humid climate.

Malaysia is the third richest country in Asia, surpassed only by Japan and Singapore. It is the world's largest producer of rubber and tin and ranks second behind Nigeria in the production of palm oil. Compared with most developing countries, its economy is quite advanced in terms of infrastructural facilities such as transportation; water facilities; power supply; institutional, commercial, and financial patterns; professional and administrative skills.

Agriculture, mining, fishing, and forestry constitute the most important economic factors in Malaysia's economy. Just over half the work force in western Malaysia and about 80 percent in Sabah and Sarawak are engaged in these pursuits. Agriculture generates approximately 30 percent of the total gross national product. Timber and fishing have contributed an increasing amount to the national economy in the past decade. Many minerals are found in Malaysia including iron ore, bauxite, coal, gold, copper, oil, tin, and some others. Tin, iron ore, bauxite, petroleum, and copper are, however, the only minerals of economic importance.

THE PEOPLE

Peninsular Malaysia is located at one of the great maritime crossroads of the world and has been a meeting place of peoples from other parts of the mainland as well as from the islands of Southeast Asia. Consequently, the population shows the ethnographic complexity typical of Southeast Asia as a whole.

The 1970 census reported a population of 10,452,000: 8,801,000 in western Malaysia, 977,000 in Sarawak, 656,000 in Sabah, and 18,000 transients and others. In this population there is great linguistic, ethnic, cultural, and religious diversity. Important differences exist between the indigenous and immigrant peoples, as well as among the indigenous people themselves and between the Muslims, Buddhists, Christians, and tribes following traditional religions. In essence there are four groups of people: the aborigines, the Malays, the Chinese, and the Indians and Pakistanis.

Numerically, the aborigines are the least important of the four. The Malays, originating from different parts of the peninsula and Malay archipelago, comprise 50 percent of the population and are politically the most important group. They share with each other a common culture; speak a common Austronesian language, Bahasa Malaysia, which is the national language; and are firm adherents of the Muslim religion. Adherence to Islam, the state religion, is one of the most important factors distinguishing a Malay from a non-Malay.

The Chinese comprise 36 percent of the population. They migrated to Malaysia from a number of areas of southeastern China, and while ethnically homogeneous they speak a number of mutually unintelligible languages and are not of common religious background. Oral communication may thus depend on Mandarin Chinese, English, or Malay.

The peoples from the Indian subcontinent constitute 11 percent of the population of west Malaysia. Tamil language is spoken by the largest number. The majority of the Indians and Ceylonese are Hindus, while the Pakistani tend to be predominately Muslim. The remainder of the population consists of small numbers of Europeans, Americans, Eurasians, Arabs, and Thai.

Thus, contemporary Malaysia is a multiethnic, multicultural nation, a reality that dominates both the public and private sectors of the polity.

While Malay culture is indigenous to the Malay Peninsula, during a period of approximately the fourth century A.D. to the late fourteenth century it was strongly influenced by pre-Islamic Indian and early Islamic culture in the areas of religion, art, and literature. Islam, introduced at Malacca in the fifteenth century, rapidly became the dominant religion of the Malays. Western cultural influence conveyed through Portugal, Dutch, and, more importantly, British contact has affected many aspects of Malay life, especially in technology, law, education, economics, and institutional forms.

Malaysia's most recent history includes occupation by the Japanese armed forces during World War II, British military governance briefly after the fall of Japan, and establishment of the Malaysian Union between 1946 and 1948. In 1963 the sovereign state of Malaysia was proclaimed at the conclusion of the Malaysia Agreement between the Federation of Malaya, the United Kingdom, Sabah, Sarawak, and Singapore. By an agreement made on 7 August 1965, Singapore ceased to be a part of Malaysia, becoming an independent republic and nation.

Contemporary Malaysia is a federal constitutional monarchy with a nonpolitical head of state (the *Yang-di pertuan agong*, or "the supreme ruler," who is elected from among the rulers or sultans of the nine Malay states for a period of five years). It has a bicameral legislature comprised of a Senate (*Dewan Negara*, "National Hall") and a House of Representatives (*Dewan Ra'ayat*, "Hall of the People"). Other fundamental features of the governmental structure include a Prime Minister, a Cabinet, an independent judiciary, and a neutral civil service. Legislative acts passed by both houses and approved by the *yang di pertuan agong* becomes federal law.

THE EDUCATIONAL SYSTEM

History

Prior to the arrival of the British, education in Malaysia was primarily informal. Such formal education as existed was limited to teaching the Koran plus the necessary Arabic to read the prayers and texts. Western-style education came with the British; but to understand the history of the development of education in Malaysia, Singapore, Sabah, and Sarawak, one must bear in mind the multiethnic, multireligious character of these nations. As a result of this background and also because of British governmental policy, two types of schools emerged: first, the vernacular schools—schools in which instruction was given in the Malay, Chinese, or Tamil languages—and, second, the English schools—established primarily in the urban areas where the immigrant races tend to congregate.

While formal instruction was given to Malays in the Malay language at the Penang Free School in 1821, it was not until 1871 that the Inspector of Schools established Malay language schools. These schools were built around the Koran classes, but government allowance to the teachers was for Malay language instruction only. Parents of the students were required to pay for religious instruction.

Government authorities paid scant attention to the Chinese vernacular schools until mainland Chinese politics became such a part of the overseas Chinese education that Chinese vernacular schools were viewed as prejudicial to the government. The Registration of Schools Ordinance of 1920 ended the neutral attitude of the government towards the vernacular schools in general and the Chinese vernacular schools particularly.

Tamil vernacular schools emerged around 1830 as the need for interpreters increased in the commercial sector. Because they were always too limited by the lack of sufficient numbers of students in one location to warrant adequate facilities and other resources, their quality was generally low.

Over the long run of history of the educational system, government support of schools was predominately for the English schools and the Malay vernacular schools on the grounds that English was the commercial language of the country and Malay the language of the race whose interests they felt their duty to safeguard.

Following World War II there emerged great waves of nationalism throughout south and south[illegible] Asia. As a number of nations gained their indepe[illegible]ce, they looked to the educational establishment as one of the principal means of fostering national consciousness. Postwar reconstruction of education, therefore, had to include due regard for the political, economic, and social changes.

In Malaysia postwar educational reconstruction focused primarily upon unifying the main ethinic groups—Malays, Chinese, and Indians—in order to develop a feeling of common national identity. A number of study commissions were empaneled to make recommendations regarding reorganization of the structure and content of education. Each study group tended to recommend multiracial schools with the Malay language as the medium of instruction. The Education Committee of 1956 proposed a national education system that would bring the different races together and make Malay the national language of the country while at the same time preserve and sustain the growth of the languages and cultures of the non-Malay communities. This recommendation became the Education Ordinance of 1957. It was reviewed by the Education Review Committee of 1960 and made a part of the Education Act of 1961. This policy on national language remains unchanged.

Higher education in Malaysia began in 1957 with the establishment of a branch of the University of Malaya at Singapore in Kuala Lumpur. It began with three faculties—arts, sciences, and engineering. The agricultural faculty was added in 1960, and education and medicine faculties were created in 1963. In 1966/67 a seventh faculty—economics and administration—was established along with the faculties of dentistry and law. The evolution of the University of Malaysia, from a branch of the Singapore-based University of Malaya in 1959 to becoming a fully autonomous national university of the Federation of Malaya in 1961, was one of rapid development. It has expanded rapidly in terms of student intake and the creation of new departments and faculties to meet the changing needs of the country. Additionally, the University of Malaya has assisted the establishment of other new universities.

One of the guiding forces in this upsurge in higher education was the Report of the Higher Education Planning Committee (HEPC), published in 1967. The committee recommended that:

1. The Technical College should convert to a College of Technology and enjoy university status.
2. The Faculty of Agriculture should be expanded rapidly.
3. A university college should be established in Panang and be ready to admit students in 1970.
4. In addition to courses in the medium of English, courses in the arts, sciences, and technology in the medium of the national language should be expanded at both university and college levels.
5. For the training of high-level manpower, facilities should be made available in (a) accounting, (b) library and archival science, (c) veterinary science, (d) forestry, (e) fisheries, and (f) journalism.

After the publication of the report of the Higher Education Planning Committee, the University of Science Malaysia (University Sains Malaysia) in Penang was established. The university officially opened in June 1969 with a beginning intake of fifty-seven students.

In 1970, a year later, the National University of Malaysia (University Kebangsaan Malaysia) was established. Incorporated in the university was the Muslim College, the earliest institution of higher Islamic education in Malaysia.

The Agriculture University of Malaysia (University of Pertanian Malaysia), the third university to be established within a three-year period, started offering degree courses in 1971.

In March 1971 the Technical College in Kuala Lumpur was renamed the National Institute of Technology (Institute Technoloji Kebangsaan) and given university status. The origin of the institute is the Teacher Technical School, established in 1906 in Kuala Lumpur.

In addition to the five universities there are a handful of college-level institutions. The most notable among these is the Mara Institute of Technology (MIT), founded in 1965. Its origin can be traced to 1954, when the Devan Lutehan RIDA (Rural Industrial Development Authority) was established to prepare young Malays for work in commerce and industry. Students study in preparation for the professional examinations of certain educational institutes in the United Kingdom. The MIT also conducts a number of its own diploma courses.

Legal Basis

The Malaysian constitution provides that education is the responsibility of the central government. Therefore, the control and administration of education is centralized, headed by a Ministry of Education; and objectives, plans, policies, strategies for controlling quality, and the like are developed at the national level. Administration and implementation of national educational objectives are carried out through the Chief Education Officer in each state. At the individual school level a "head teacher" is responsible for administration.

Structure of Education

United States	*Malaysia*	
1st grade	Standard 1	*Primary School*
2nd grade	Standard 2	
3rd grade	Standard 3	An assessment is given to pupils in Standard 5, but all pupils are automatically promoted to Form I.
4th grade	Standard 4	
5th grade	Standard 5	
6th grade	Standard 6	
7th grade	Form I	*Lower Secondary School*
8th grade	From II	
9th grade	Form III	LCE (Lower Certificate of Education) is taken in October by Form III students. Those who pass go on to Form IV and V in either science, arts, or technical stream. Those who do not pass must leave government schools.
10th grade	Form IV	*Upper Secondary School*
11th grade	Form VI	
		In November each year pupils in Form V will sit for the MCE (Malaysian Certificate of Education). Those who fail will receive a GCE (General Certificate of Education) showing the subjects in which they pass. Students must pass Bahasa Malaysia to receive an MCE.
12th grade	Lower 6th Form	Known as postsecondary or pre-university schooling. In December of final year, students sit for the HSC (Higher School Certificate.
1st year college	Upper 6th Form	
	OR	
	Diploma Courses for 2, 3 or 4 years	Teacher Training ITM (Institut Teknoloji MARA) Universiti Teknoloji Malaysia Universiti Pertanian (Diploma course) Kolej Tunku Abdul Rahman Kolej Islam Ungku Omar Polytechnic
2nd year college	Year I - Univ.	University of Malaya
3rd year college	Year II - Univ.	Universiti Sains Malaysia
4th year college	Year III - Univ.	Universiti Pertanian
		Universiti Kebangsaan
		Universiti Teknoloji Malaysia

Malaysian Certificate of Education (MCE)
Sijil Pelajaran Malaysia (SPM)

In November Form V students take examination in at least six subjects (maximum, eight) representing four of the following groups: (1) Bahasa Malaysia; (2) English, history, English literature, geography; (3) art; (4) health science; (5) mathematics, additional mathematics; (6) general science; (7) biology, chemistry, physics; (8) Islamic studies, Bible knowledge.

A typical arts stream program would be Bahasa Malaysia, English, geography, mathematics, English literature, history, general science. A typical science stream program would include Bahasa Malaysia, English, geography, mathematics, additional mathematics, biology, chemistry, physics.

In each subject the student is given a grade from 1 to 9, with 1 being the highest. A letter grade also appears to designate distinction (A), credit (C), pass (P), or fail (F). 9 is a failure.

Distinction	A-1	Pass	P-7
	A-2		P-8
Credit	C-3	Failure	F-9
	C-4		
	C-5		
	C-6		

General Conditions for MCE

1. Candidates must sit English and Bahasa Malaysia.
2. Pass Bahasa Malaysia.
3. Pass in four subjects with credit in at least one of them, *or* pass in five subjects with credits in at two of them.

Division I Requirements

1. Aggregate of best six subjects must not exceed 34.
2. Receive a credit in either Bahasa Malaysia or English language with a pass in the other.
3. Credits in at least four other subjects from at least three groups.

Division II Requirements

1. Aggregate of best six subjects must not exceed 24.
2. Same as (2) for Division I.
3. Same as (3) for Division I.

Division III Requirements

1. Aggregate of best six subjects must not exceed 45.

General Certificate of Education (GCE) overall examination is failed, but this statement is issued to show which subjects are passed. Students who fail Bahasa Malaysia can only receive a GCE.

In order to enter Form VI in a government school, students must have Grade I MCE plus the following:

Arts Stream	A composite score of 8 or lower of three best grades in English or Bahasa Malaysia, history, geography, and mathematics.
Science Stream	A composite score of 6 or lower of the three best grades in mathematics, biology, chemistry, physics, additonal mathematics.

Higher School Certificate (HSC)

The Higher School Certificate examination is conducted in early December. Students who sit for this examination have completed Lower and Upper Sixth Form. Lower and Upper Sixth Form are regarded as preuniversity years and are taken by those students seriously considering a university program.

Students take examinations in four subjects, plus a general paper. The general paper takes the form of an essay on a topic given in the examination. The topic may cover any area. The scores for GP (1-8) reflect the student's ability to analyze data and support their conclusions in a concise and grammatical manner.

On the other four subjects, the students may elect to take them at the principal level or the subsidiary level. For example, a subsidiary in English literature would cover Shakespeare, but not necessarily other English authors. Subsidiary-level passes carry the same weight as MCE.

Grades for principal subjects are A, B, C, [illegible] E.

A typical science stream program would include general paper, biology, chemistry, physics, and mathematics. A typical arts stream program would include general paper, geography, economics, English literature, or Malay literature.

Grading System

1. For G.P.: pass grades are 1-6 (1 and 2 being distinctions); failures are 7-9.
2. For principal subjects: A-E (constituent papers are graded 1-9 where pass grades are 1-7; failures are 9); A and B are distinctions.
3. For subjects offered originally as subsidiaries: pass grades are 1-7; failures are 8-9.
4. For principal subjects downgraded to subsidiary level because of failure in one component paper: grade "0."

Conditions for the Award of Full Certificate

1. Must pass G.P. which is a *subsidiary*-level paper for all candidates (pass grades are 1-6; failures are 7-9).
2. However, a candidate who fails G.P. with a good grade 7 and at least 2 good principals (minimum C) *and* another principal may be awarded a full certificate.
3. Pass in 2 principals and 2 subsidiaries.

OR

4. Pass in 2 principals and 1 subsidiary *but* the 2 principal passes must be very good.
5. Candidates are allowed to offer a maximum of only 4 principal subjects.
6. Those who pass G.P. but fail to meet the other requirements for a full certificate are given statements (results 5) if they pass in at least 1 principal subject.
7. To qualify for a principal pass, candidates must not fail any constituent paper in that particular subject. Failure in a constituent paper with good passes in the other constituent papers will qualify the candidate for a subsidiary pass in that subject (Grade 0).

Diploma Programs

Institut Teknoloji MARA (ITM) is governed by MARA (Majalis Amanah Rakyat), not the Ministry of Education. In order to qualify for admission, students must have an MCE. The institute offers higher education for Malay youths mainly from poor rural backgrounds. Most programs are for a set two-, three- or four-year time period. All classes are conducted in English. If a student's English is not adequate, ITM provides a special one-year course.

At the moment there are fifteen schools at ITM: (1) School of Accountancy; (2) School of Administration and Law; (3) School of Applied Sciences; (4) School of Architecture, Planning, and Surveying; (5) School of Art and Science; (6) School of Business and Management; (7) School of Computer Science and Mathematics; (8) School of Engineering; (9) School of Hotel and Catering Management; (10) School of Library Science; (11) School of Mass Communication; (12) School of Preparatory Studies (Upper and Lower Form VI); (13) School of Secretarial Science; (14) School of Extension Education; and (15) Language Center.

In November 1976 Ohio University will issue bachelor's degrees in accountancy to pupils at ITM. The University of Kentucky is now setting up a master's degree program in economics in conjunction with ITM.

Grades (A, B, C, D, and E) are conferred at the end of each year.

Teacher Training: The training of teachers for the primary and lower secondary schools is conducted wholly in teacher training colleges run by the Ministry of Education. At present there are fourteen such colleges. For primary and lower secondary school teachers, there is a two-year program. Industrial arts teachers are also trained through a two-year course and trades teachers for vocational schools through a three-year course in the Technical Teacher's Training College, Kuala Lumpur.

Teachers for Upper Secondary and Sixth Form classes are trained mainly at the Faculty of Education, University of Malaya. Courses are available for the Diploma in Education, bachelor's degree and higher degrees at the master and doctorate levels. The main course is for the one-year postgraduate diploma levels. Candidates must be graduates of the University of Malaya or equivalent.

Tuanku Abdul Rahman College: The college has a building on Jalan Tun Ismail (Jalan Maxwell), and classes are held at other locations in the Kuala Lumpur area. The college has four schools: School of Pre-University Studies (Form VI), School of Business Studies, School of Arts and Science, and School of Technology. The school is predominantly Chinese, and much of its support comes from the MCA, not from the Ministry of Education.

Universiti Pertanian: In addition to some degree programs, the Universiti also has diploma-level courses in agriculture, home economics, and basic science.

Universiti Teknoloji Malaysia: The institute has recently been upgraded to a degree-giving Universiti. However, some of the programs are still considered diploma courses.

Ungku Omar Polyteknik: A diploma-issuing school in Ipoh, the Polyteknik offers technical subjects such as welding, drafting, electrical engineering.

University Education

In order to qualify for admission to university, Malaysian students must have two principal passes and one subsidiary pass on their HSC. However, with more applicants than places in the university, students with minimum qualifications may be rejected (particularly art-stream students).

Candidates may apply for admission to any one or more universities, but they must indicate clearly in their application their choice of universities in order of preference. *All* applications for admission are processed by the Universities Central Admission Unit.

Grades: Students are given letter grades A, B, C, D, and E at the end of each year.

Degrees:

B.A. or B.S.	1st-Class Honors	(highest, and very difficult to obtain)
B.A. or B.S.	2nd-Class Honors	(further divided into 2nd class lower and 2nd class upper)
B.A. or B.S.	General Degree	(Not acceptable for postgraduate study)
M.A. or M.S.		

A bachelor's degree generally takes three years to complete. Degrees in medicine, dentistry, and veterinary science require five to six years after HSC.

University of Malaya: The oldest institution in Malaysia. Students now number approximately 8,000. The University has Faculties of Arts, Science, Engineering, Medicine, Dentistry, Economics and Administration, Education, and Law.

University of Science, Malaysia: Established in 1969 under the name of University of Penang, it offers courses in natural sciences, social sciences and humanities, education, pharmaceutical science, applied sciences, building science, and technology.

Universiti Kebangsaan: Established in 1970 incorporating the Muslim College, the earliest government institute of higher Islamic education in Malaysia, the university has five Faculties: Arts, Science, Islamic Studies, Medicine, and the Institute of Malay Language and Literature. Though the medium of instruction is Bahasa Malaysia, English is a compulsory subject.

Universiti Pertanian: The agricultural university offers degree programs in forestry, agriculture, veterinary medicine, and animal science. Universiti Pertanian also offers diploma courses.

Universiti Teknoloji Malaysia (University of Technology, Malaysia): Established in 1971, ITM has Faculties of Engineering, Architecture, and Surveying. The medium of instruction is Bahasa Malaysia. Courses are provided at both degree and diploma levels. At UTM there is a "Center of Humanities," which provides instruction to engineering, architecture, and surveying students in social sciences.

Language of Instruction

Beginning in 1970, a plan to make Bahasa Malaysia the sole language of instruction was implemented. The plan requires that by 1982 Bahasa Malaysia will be the medium of instruction through Form Upper VI. English is a required second language.

Academic Year and Calendar

For the elementary and secondary schools the academic year begins in early January and ends in mid-November with a mid-April and early September vacation. There are several variations of academic calendars in the postsecondary institutions.

PRESCHOOL, ELEMENTARY, AND SECONDARY EDUCATION

PRIMARY SCHOOLS

Although there are some private nursery schools and kindergartens, nearly all students begin their formal education at age 6 in government-assisted primary schools. Enrollment in private primary schools is negligible. Although primary education is not compulsory, nearly all school-age children are enrolled. Government-assisted primary schools are divided into three streams, according to the medium of instruction. About 60 percent of all students are enrolled in Malay schools using Bahasa Malaysia, the national language, as the language of instruction. Another 32 percent are enrolled in Chinese-medium schools, and the remaining 8 percent are enrolled in Tamil-medium schools. By 1983, however, government policy has directed that all levels of instruction, primary through university, be conducted through the medium of Bahasa Malaysia, with English taught as a required second language.

Primary schools consist of six grades, or standards, corresponding to grades 1 through 6 in the United States. Students are automatically promoted from one standard to the next. In Standard 5 a diagnostic "assessment" is given, the result of which does not affect promotion to Standard 6. The assessment is used to identify students of superior ability in mathematics, science, English, Malay, and local affairs. These students are sent to fully residential secondary schools, which have higher standards than other schools.

Primary school curricula consists to the two mandatory subjects of Bahasa Malaysia and English as well as other subjects such as mathematics, science, history, geography, civics, art, health, and physical education.

SECONDARY SCHOOLS

Students desiring further education after primary school, about 96 percent of Form V graduates, are automatically admitted to lower secondary school, consisting of Form I, II, and III (corresponding to grades 7, 8, and 9 in the United States). Students whose primary schooling was taken in a language of instruction other than Bahasa Malaysia are expected to enroll in a "remove" class for one year (before entering Form I) to gain fluency in Bahasa Malaysia. Form III students sit for the Lower Certificate of Education (the initials, in Bahasa Malaysia, are SPR) in October of each year. About 60 percent pass the examination and are promoted to Forms IV and V (10 and 11 grade in the United States), while those who fail are not eligible to remain enrolled in government-assisted schools.

The first three years of secondary school include some practical subjects, but mostly general education in academic subjects. There are very limited opportunities at this level in technical or vocational studies. Study is characterized primarily by rote learning with relatively little use of audio-visuals. Currently the Educational Media Division of the government is heavily promoting the use of audio-visual materials.

Because of a shortage of teachers and facilities, there are two shifts a day. The school year runs from January through November. Class sessions are divided into thirty-five to forty minutes each, and class size is limited to forty-five students.

A small proportion of Form III graduates continue their education in Forms IV and V of the upper secondary schools. Pupils in Form V sit for the Malaysian

Certificate of Education to quality for entrance to upper secondary school.

Malaysian Certificate of Education (MCE)

To receive the MCE (in 1980 the initials, in Bahasa Malaysia, will be SPM), students must sit for a minimum of six and a maximum of eight subject examinations. Students are graded 1 through 9 (high to low) with letter grades assigned as follows: A (1-2), "distinction"; C (3-6), "credit"; P (7-8), "pass"; and F (9), "fail."

Successful recipients of the MCE must sit for examinations in both Bahasa Malaysia and English (with a pass in Bahasa Malaysia). In addition, they must receive passing marks in four subjects with at least 1 credit, or in five subjects with at least 2 credits.

The MCE may be earned in one of three divisions. Holders of Division I MCEs (highest level) have aggregate scores of not more than 24 for six subject examinations. Division II aggregate scores must not exceed 36, and Division III are not to exceed 45. Those who fail the MCE receive the "O" level General Certificate of Education showing passed subject examinations. Students who fail Bahasa Malaysia can only receive the GCE.

Most holders of the MCE who obtain further education continue their studies in two- to five-year programs in technical education or teacher training. A small proportion of them are admitted to preuniversity studies in Lower and Upper Form VI (grades 12 and 13 in the United States). Competition for preuniversity seats is keen. Of 35,000 holders of full MCEs in 1978-79, only 8,000 were offered places in Malaysian Form VI programs.

POSTSECONDARY OR PREUNIVERSITY SCHOOLING

To enter Lower Form VI in government schools, students must present MCEs in Division I. In addition, to enter arts or science streams, they must have obtained the following:

1. Arts: an aggregate score of 8 or lower in best the three grades in English, Bahasa Malaysia, history, geography, and mathematics.
2. Science: an aggregate score of 6 or lower in the best three grades in mathematics, biology, chemistry, physics, and additional mathematics.

Higher School Certificate (HSC)

In December of Upper Form VI, students sit for the Higher School Certificate (HSC; in Bahasa Malaysia, STP). Candidates sit for examinations in four subjects as well as write a general paper (an essay on a topic given in the examination). Students may choose to take subject examinations at either the principal or subsidiary level. Subsidiary-level passes on the MCE. A typical science-stream program would include: general paper, geography, economics, English literature, or Malaysian literature.

To qualify for admission to one of the five universities in the country, holders of the HSC must present at least two principal passes and one subsidiary pass in the four subject examinations.

MATRICULATION COURSES

In cooperation with MARA Junior Science Colleges (secondary schools) and other secondary schools, several Malaysian universities have instituted recently "matriculation" courses for able students whose MCE results were not sufficiently high to be admitted competitively to Form VI courses. Students completing the matriculation course of one year are not required to take the Higher School Certificate but are screened for admission to the first year of a four-year university program on the basis of matriculation examinations given by the specific university sponsoring the matriculation course. Students may repeat the matriculation course for one additional year if they fail the matriculation examination.

ENROLLMENTS, PRIMARY THROUGH SECONDARY

Of the total enrollments in government-assisted schools in 1970, 75 percent were in primary and 23 percent were in secondary schools. In the early 1970s, 92 percent of all primary-school-age children were enrolled in government schools. About 61 percent of those in the appropriate age group were in lower secondary schools. About 24 percent were in upper secondary schools, and only about 5 percent were in Form VI.

TERTIARY EDUCATION

ORGANIZATION AND STRUCTURE

Higher education in Malaysia has grown significantly in the last decade. Five institutions with university status currently exist. Higher education is concentrated on the Malaysia Peninsula specifically around Kuala Lumpur, the nation's capital. No universities currently exist in the eastern territories of Sabah or Sarawak, but branch campuses or plans for branch campuses are in operation in those territories.

The legal basis for the universities is the University College Act of 1971. This act provides the common legislative framework for all universities in Malaysia and outlines their constitutions in broad form. The act provides that the Minister of Education is responsible for all matters pertaining to higher education. No new university or university college can be founded without government approval.

In 1972 a Higher Education Advisory Council was established. The council acts as an advisory body to the minister.

UNIVERSITY GOVERNANCE

Each university has a chancellor who holds office for seven years and is appointed by the supreme rules of Malaysia. The chief executive officer of each university is the vice-chancellor, who is also appointed by the supreme ruler on advice of the Minister of Education upon recommendation from the University Council. The vice-chancellor's term of office is variable. It is the responsibility of the vice-chancellor to supervise instruction, research, finance, administration, welfare, and discipline and to ensure that the university adheres to its constitution, statutes, and regulations.

Each university has three governing bodies: a council, a senate, and a court. The council is the executive body and has authority over all university matters, but it delegates that authority. The council is comprised of the vice-chancellor, two persons elected by and from the senate, and several representatives from outside the university.

The senate is the chief academic body. It controls instructions, research, and examinations. It awards degrees, diplomas, and certificates. Its membership includes the vice-chancellor, deputy vice-chancellor, professors, and deans.

The court of the university is the formal legislative and advising body. It meets yearly to receive the annual report, annual accounts, and all copies of statutes. Members of the court are the chancellor, pro-chancellors, vice-chancellors, members of the senate and council, education and business leaders, and local and national government leaders.

With the exception of the University of Science, Malaysia, which is composed of schools, the universities are divided into faculties headed by deans. Deans and their deputies are appointed by the vice-chancellor for a period not exceeding two years and are eligible for reappointment.

UNIVERSITY FACULTY STRUCTURE

The university faculty structure is outlined below:

Professors	Receive tenure on appointment and teach until they are 55
Readers	Teach and do research (may be local or recruited from abroad)
Senior Lecturers	Receive a three-year contract and then a contract to age of retirement
Lecturers	
Assistant Lecturers	Receive a three-year contract and are then promoted to lecturer
Tutors	Assist with teaching while earning a higher degree, receive a one- or two-year appointment with one-year extension, recruited locally

UNDERGRADUATE ADMISSION REQUIREMENTS

Admission to all of the universities except the University of Technology is processed by the central admission unit (Unit Pusat Universiti-universiti, or UPU) of the Ministry of Education. The universities' registrars sit on a committee that advises the ministry in establishing admission policy guidelines, but the actual selection of students is left to each university from the list of applicants according to choice of major, *bumiputra* and non-*bumiputra* groups, and academic merit. In 1976-77 only 33 percent of the applicants who met the minimum entry requirements were placed in the degree courses in the four universities.

The minimum requirements for admission to the four universities are basically the same. Specific faculties may require passes on additional examinations or in specific subjects, but there is assurance that all candidates meet at least the following minimum criteria:

1. A pass on the Cambridge School Certificate or the Malaysia School Certificate or an equivalent examination with credit in five subjects chosen from groups of subjects specified by the universities, although the latter requirements may be waived.
2. A pass in the Cambridge Higher School Certificate or equivalent examination taken at least two years after the Cambridge School Certificate, or equivalent examination with:
   a. Two principal-level passes and a pass in the general paper *OR*
   b. One principal-level and two subsidiary-level passes.
3. Or in place of the Higher School Certificate course (or STP), a candidate may present successful completion of one of the designated matriculation courses offered by the university for *bumiputra* students.
4. Satisfy the subject requirements of the faculty or school to which they are applying.
5. Be 17 years of age as of May 1 of the year of admission and provide evidence of satisfactory health.
6. Complete any other tests or requirements set by the university requested.

The University of Technology processes its own applications because admission requirements differ. An applicant for the degree or program is not required to sit for the Higher School Certificate examination but must pass the Malaysian Certificate of Education Examination with Grade II and 5 credits including Bahasa Malaysia, elementary mathematics, and 3 credits from additional mathematics, any physical science, general science, additional science, or any technical subject. A pass in English or lower English is also required.

GRADUATE ADMISSION REQUIREMENTS

Students who wish to be considered for admission to postgraduate studies apply to and are processed by each individual university. Admission requirements for graduate programs will vary because of the differences in undergraduate degree requirements from faculty to faculty; however, two guidelines will apply in most cases: a student must have earned an honors degree, and the degree must have been earned at the second-class pass level. Third-class honors and general degrees will not qualify a student for entrance.

UNIVERSITY GRADING SYSTEM

The classification of the degree earned at universities in Malaysia is the most important quality factor. While letter grades (A, B, C, D, E) are given at the end of each year for courses taken, pass class is assigned to the degree earned and the level of pass implies the quality of the student's record. The merit classifications for both general and honors degrees are as follows: (1) first class, (2) second class (upper division), (3) second class (lower division), and (4) third class.

THE UNIVERSITIES OF MALAYSIA

The following information is current as of February 1979. The reader is cautioned to remember that, as these universities are rapidly growing and expanding to meet the needs of the country, the faculties and degrees offered will grow also.

The University of Agriculture, Malaysia

The University of Agriculture, Malaysia (Universiti Pertanian Malaysia) was formed in October 1971, when the Faculty of Agriculture at the University of Malaya merged with the College of Agriculture, a school established in 1931. The campus is located fourteen miles south of Kuala Lumpur in Serdang, on the premises of the former College of Agriculture.

The campus is surrounded by experimental farms of the Malaysian Agricultural Resources Development Institute (MARDI) and the federal experimental station of the Ministry of Agriculture. In 1974 a branch campus was established at Semengok in Sarawak to provide prediploma and diploma courses in agriculture and fisheries. Degree-level courses will be offered at this branch in 1980.

Enrollment at the university reached 3,169 on 1978-79. This figure included 1,769 diploma students, 1,375 degree students, and 30 enrolled in postgraduate courses. The main campus is fully residential. Projected top enrollment is 9,000. The university operates on two nineteen-week semesters from June to April with courses taught both in English and Malay.

Faculty of Agriculture (1973)

Departments: agronomy, horticulture, agriculture, mechanization, soil science, agriculture extension
Degrees Offered: B.Agri.Sc., 4 years; B.Feed/Sci. and Tech. 4 years; B.Sc. (Home Technology), 4 years; M.S. 2 years; Ph.D.; undergraduate Diploma in Agriculture or in Home Technology, 3 years

Faculty of Agriculture Engineering (1975)

Degrees offered: B.E. (Agriculture), 4 years

Faculty of Educatonal Services (1975)

Degrees offered: B.Ed. (Agriculture/Home Technology), 4 years; M.S. 2 years

Faculty of Forestry (1973)

Degrees offered: B.S.For. 4 years; undergraduate Diploma in Forestry, 3 years

Faculty of Resource Economics and Agribusiness (1976)

Degrees offered: B.S.Agr.Bus. 4 years; B.s. (Res. con.) 4 years; M.Econ.

Faculty of Sciences and Environmental Studies (1975)

Departments:. biochemistry, biology, chemistry, mathematics
Degrees offered: B.Sc. (Environment), 4 years; B.S. Hons. 4 years; B.S.Ed. II Hons, 4 years; undergraduate Diploma in Science with Education, 3 years

Faculty of Veterinary Medicine and Animal Studies (1973)

Departments: pathology, microbiology, veterinary clinical studies, animal science
Degrees offered: D.V.M., 5 years; undergraduate Diploma in Animal Health and Production, 3½ years; Diploma in Fisheries, 3 years

Center for Extension and Continuing Education (1976)

The University of Agriculture does not award honorary or external degrees and as of 1977 had not awarded any master's or Ph.D.s although it is authorized to do so when appropriate.

The University of Malaya

The oldest and most well-known university in Malaysia is the University of Malaya (Universiti Malaya). It was established originally as a branch campus of the University of Malaya in Singapore in 1959, but in 1962 the two institutions were officially given separate and equal university status. The campus is located four miles from the heart of Kuala Lumpur on a site of 750 acres. During the 1975-76 academic year, the enrollment on campus was 8,534. Current plans are to keep undergraduate enrollment to 8,000 students and grow in postgraduate studies.

The academic year is divided into three terms and runs from June to February. The medium of instruction is English and Malay, although from 1983 only Malay will be used.

Faculty of Agriculture (1960)

No students were accepted after 1973. This faculty was phased out in 1977, after the last students graduated. Students who wish to study agriculture now enroll at the University of Agriculture.

Faculty of Arts and Social Science (1957; 1968, approved to offer graduate degrees)

Departments: anthropology, sociology, English, geography, history, literature, Chinese studies, Indian studies, Malay studies, Islamic studies

Degrees offered: B.A. 3 years; M.A. 2 years; Ph.D., 2 to 3 years; postgraduate diplomas—Conference Interpretation, 2 years; Translation, 2 years; Advanced or International Interpretation, 1 year

Faculty of Dentistry (1972)

Degrees offered: B.D.S. 4 years; Ph.D., 2 to 3 years

Faculty of Economics and Administration (1966)

Departments: accounting, analytical economics, applied economics, business administration, public administration, rural development, statistics

Degrees offered: B.Ec. 3 years; B.Acc. 4 years; M.Ec., 2 years; M.Ec. (Public Administration), 2 years; Ph.D., 2 to 3 years; postgraduate diplomas—Pub. Ad., 1 year; Bus. Ad. 1 year; Acctg., 1 year (or part-time)

Faculty of Education (1963, school; 1965, faculty status)

Degree offered: B.A.Ed., 3 years; M.Ed. 1 year full-time, 2 years part-time; Ph.D. 2 to 3 years; postgraduate Diploma (Dip.Ed.), 1 year

Faculty of Engineering (1955)

Departments (with starting dates): Civil (1955), Mechanical (1961), Electrical (1962), Chemical, (1971)

Degrees offered: B.Eng. 4 years; M.Eng.Sc., 1 or 2 years; Ph.D., 2 or 3 years

Faculty of Law

Degrees offered: L.L.B., 4 years; L.L.M., 2 years; L.L.D., 7 years

Faculty of Science (1957)

Departments: biochemistry, botany, chemistry, genetics and cellular biology, geology, mathematics, educational studies, physics, zoology

Degrees offered: B.Sc., 4 years; B.Sc.Ed., 4 years; M.S., 1 or 2 year patterns; Ph.D., 2 to 3 years; postgraduate Diploma in Computer Science

Faculty of Medicine (1963)

Departments: anesthesiology, anatomy, biochemistry, medical microbiology, medicine, obstetrics and gynecology, pediatrics, parasitology, pathology, pharmacology, physiology, psychological medicine, radiology, social and preventive medicine, surgery

Degrees offered: M.B.B.S., 5 years; B.Med.Sc., (1-year program for students who have completed the 2nd examination for the M.B.B.S. but who do not have satisfactory results to continue; after the B.Med.Sc., the student may reenter the M.B.B.S. program); master's degrees in Pathology, 2 years; Public Health, 1 year; Psychological Medicine, 2 years; Surgery, 2 years; D.M., Ph.D., 2 to 3 years

The National University of Malaysia

The National University of Malaysia (Universiti Kebangsaan Malaysia) founded in 1970, is the only university using the national language as the language of instruction. English is a compulsory subject. The university, which initially occupied the former campuses of the Malayan Teachers College at Jalan Pantai and the Muslin College in Petaling Jaya, moved in 1977 to a 2,709-acre site twenty miles south of Kuala Lumpur in Bangi. Sixty percent of the students will eventually be housed on campus.

The 1978-79 enrollment was 8,284, and the university is projected to have an enrollment of 10,000 by 1985. A branch of the university opened in 1974 in Limauan in Sabah, East Malaysia. This branch campus offers a matriculation course for *bumiputra* students and first-year science courses. Students eligible to continue their studies must transfer to the main campus after the first year.

Faculty of Economics and Management

Departments: accounting, business management, economic development and planning, economics, analytical economics, statistics and quantitative analysis, economics, and commerce

Degrees offered: B.Ec., 3 years; B.Ec. Hons., 4 years; B.Acc., 4 years; B.B.A., 4 years; M.Ec. 2 years; M.Acc., 2 years; M.B.A., 2 years; Ph.D., 2 years

Faculty of Social Science and Humanities (formerly the Faculty of Arts)

Departments: anthropology, political science, history, sociology, geography, philosophy, theology, communication

Degrees offered: B.A., 3 years; B.A. Hons., 4 years; M.A., 2 years; Ph.D., 2 to 3 years

Faculty of Islamic Studies

Departments: Arabic studies and Islamic civilization, Islamic law, Islamic studies, theology

Degrees offered: B.Islamic St., 3 years; B.Islamic Hons., 4 years; M.Islamic St., 2 years; Ph.D., 2 to 3 years

Faculty of Science

Departments: biology, geology, mathematics, physics, chemistry, biochemistry, agriculture, and resource

Degrees offered: B.Sc., 3 years; B.Sc. Hons., 4 years; M.Sc., 2 years; Ph.D.

Faculty of Medicine (1972)

Departments: anesthetics, anatomy, biochemistry, microbiology, obstetrics and gynecology, orthopedic surgery, pediatrics, parasitology and medical entomology, pathology, pharmacology, physiology, radiology, social and preventive medicine, surgery

Degrees offered: M.B.B.S., 6 years

Institute of Malayan Language, Literature, and Culture (1973)

Degrees offered: B. Letters, 3 years; B. Letters Hons., 4 years; M. Letters 2 years; Ph.D., 3 years (research only). Degree programs will be phased out after 1979; Institute will conduct research only

Department of Education

The Department of Education offers a joint program with a regular general degree course in which students may take professional education courses along with degree requirements to complete the Diploma in Education. Those wishing to take the professional course after their degree may also do so to earn this postgraduate diploma.

The University of Science, Malaysia

The University of Science, Malaysia (Universiti Sains Malaysia) was originally known as the University of Penang. It is located on a 285-acre campus on the island of Penang in Minden. Teaching at the university began in June 1969, and official university status was granted in 1971. The academic year is divided into two terms and runs from June to April. Unlike the other universities, the University of Science, Malaysia is divided into schools rather than faculties.

School of Applied Science (1972)

Departments: electronic science and technology, food science and technology, minerals science and technology, polymer science and technology

Degrees offered: B.App.Sci. Hons., 4 years; M.Sc., 1 to 3 years; Ph.D., 2 to 6 years (thesis)

School of Biological Science (1969)

Degrees offered: B.Sc. Hons., 3 years; B.Sc. Hons. with Educ., 4 years; M.Sc., 1 to 3 years; Ph.D., to 6 years (thesis)

School of Chemical Science

Degrees offered: B.Sc. Hons., 3 years; B.Sc. Hons. with Educ., 4 years; B.Sc. (Tech.), 4 years; M.Sc., 1 to 3 years; Ph.D., 2 to 6 years (thesis)

School of Housing, Building, and Planning (1972)

Departments: architecture, building technology, engineering preliminaries, planning

Degrees offered: B.Sc. (HBP) Hons., 4 years; M.Sc. (Planning), 2 years (course work and thesis); Ph.D., 2 to 6 years (thesis)

School of Humanities (1970)

Departments: communication, fine arts, geography, historical studies, literature, performing arts, philosophy

Degrees offered: B.A. Hons., 3 years; B.A. Hons. with Educ., 4 years; M.Ed./M.A., 1 to 3 years full-time or 2 to 5 years part-time; Ph.D., 2 to 6 years (thesis)

School of Physical and Mathematical Sciences (1969)

Degrees offered: B.Sc. (Technology) Hons., 3 years; B.Sc. Hons. with Educ., 4 years; M.Sc., 1 to 3 years full-time or 2 to 5 years part-time; Ph.D., 2 to 6 years (thesis)

School of Pharmaceutical Science (1972)

Departments: pharmaceutical chemistry, pharmaceutical technology, physiological basis for drug action

Degrees offered: B.Pharm. Sci. Hons., 4 years; Ph.D., 2 to 6 years (thesis)

School of Comparative Social Science (1970)

Departments: anthropology, economics, ethnic relations, management studies, political science, rural studies, social development and administration, social and urban studies

Degrees offered: B.Soc.Sc. Hons., 3 years; M.Sec.Sc., 1 to 3 years full-time or 2 to 5 years part-time; Ph.D., 2 to 6 years (thesis)

Specialized Centers

Research Center in Marine Biology at Muka Head Station
Center for Educational Studies
Center for Policy Research (1974)
Language Units (1972)
Educational Technology Unit (1974)
Off-campus Academic Program

This is a home-study program in which a student may study at home four years and attend intensive lectures/tutorials each December for three to four weeks. The last year of study requires full-time attendance in regular courses. Degrees offered: B.A. Hons., B.Sc. Hons., B.Soc.Sc. Hons. Admission officers should consider this program with caution.

University of Technology, Malaysia

Originally founded as a technician school for the public works department in 1925, the school now known as the University of Technology, Malaysia (Universiti Technologi Malaysia) has gone through a number of changes. In 1930 the school became the center for training technical assistants for government technical departments. The school closed during World War II and, when reopened in 1955, became the Technical College, the only tertiary-level technical institution in Malaysia. The name changed to the National Institute of Technology in 1955 and was renamed and elevated to university status in 1972.

Currently located in Kuala Lumpur, the campus will move in 1983 to Jahore Baharu. The 1978 enrollment was 3,276. Projected enrollment for 1985 is 6,000. The academic year is divided into two terms, one of seventeen weeks and one of eighteen weeks, respectively, and operates from June to March. The medium of instruction is Malay.

Faculty of Built Environment

Departments: architecture, urban and regional planning, quantity surveying
Degrees offered*: B.Arch., 6 years; B.Quantity Surveying, 5 years; B.Planning, 5 years; undergraduate Diplomas—Arch., 3 years; Quantity Surveying, 3 years; Urban and Regional Planning, 3 years

Faculty of Civil Engineering

Degrees offered*: B.E., 5 years; undergraduate Diploma, 3 years

Faculty of Mechanical Engineering

Degrees offered*: B.E. 5 years, offered in Mechanical or Petroleum Engr.; undergraduate Diploma in Mechanical or Petroleum Engr., 3 years

Faculty of Surveying (Property Management and Land)

Degrees offered*:B.Land.Surveying, 5 years; B.Surveying (Property Mgt.); undergraduate Diploma, 3 years

Faculty of Electrical Engineering

Degrees offered: B.E., 5 years; undergraduate Diploma in Electrical Engineering (Communication or Power)

Specialized Centers

Center for Humanities Studies
Center for Science Studies
Diploma of Science with Education (Mathematics, Chemistry, or Physics), 3 years

(*Higher degrees not yet available. Honorary degrees may be awarded soon.)

TEACHER EDUCATION IN MALAYSIA

Historical Background

Early practices for training schoolteachers in Malaysia were diverse and unplanned. Each of the four dominant language groups (English, Bahasa Malaysia, Chinese, and Tamil) developed its own approach to producing teachers for the schooling of its children. English schools were taught by missionaries who prepared pupils for the Cambridge Overseas School Certificate examinations. Malay schools were taught by the local Hajis, who interrelated school subjects with Moslem religious training. Chinese teachers found little opportunity for training under the influence of the British, who considered the Chinese population temporary. Trained teachers were often brought in from China. Tamil teachers also had no local training available. Teachers were often Indians attached to the British staff.

In 1878 the Malay High School in Singapore became the Training College for Malay Teachers. Another teacher-training college for Malay teachers was established in Malacca in 1901. These were followed by Malacca College in 1931 and the Women's Teacher Training Center in 1934. The Chinese added simplified normal schools to their high schools in an attempt to meet the need for trained teachers.

By 1960 a variety of approaches were in evidence to train teachers for public schools. Seven two-year residential teacher-training colleges were proposed, and the first two were established at Malacca and Tenjong Melin. In addition, emergency training centers offering a one-year, part-time program on weekends came into being. To avoid the dangers presented by the communist conflict, centers of teacher training were established at Kirkby and Brinsford College in England. These were operated by Malaysia for Malaysian teachers. Other efforts to provide teachers included continuation of normal colleges until the teacher shortage could be met. Departments of education were established, first at the University of Malaya and then at other universities, to provide graduate programs in education.

Contemporary Approaches to Teacher Training

The primary approach to teacher training today is through the teacher-training colleges throughout the nation. The Ministry of Education reports eighteen such institutions in peninsular Malaysia, three in Sarawak, and three in Sabah for a total of twenty-four. These offer a full-time, two-year program in teacher training. Applicants who are selected as participants receive a scholarship for the cost of the program. Each participant is bonded and must repay the scholarship if the five-year teaching contract is not fulfilled. The teacher-training colleges vary in their emphasis and areas of specialization. Some emphasize the training of primary teachers, some secondary teachers, and others teaching specialists. Programs also vary in their emphasis on technical, agricultural, or general academic studies. Bahasa Malaysia is now the primary language of instruction in the teacher-training colleges, though English is used in some appropriate classes or by some teachers lacking proficiency in the Malaysian language. A few training colleges still prepare teachers to teach in the Chinese medium. Teacher-training colleges of Sarawak and Sabah maintain some instruction in English. The programs of the teacher-training colleges are aimed at providing teachers for primary Standard I through Form III of secondary (grades 1-9). However, at present there are insufficient university graduates to meet the demands of upper secondary, so certificate holders from teacher-training programs often teach at all primary and secondary levels.

The second source of trained teachers in Malaysia is through the degree and diploma courses of the universities. Universities may offer a one-year Diploma in Education after completion of the degree program, or an integrated program may be offered in which the educational methodology course of the diploma program are taken along with the degree program. Universities differ in their areas of educational specialization, depending on the emphasis as a whole of each university upon arts and sciences, technology, or agriculture.

Master's degree programs in education are offered by the universities, and the University of Malaya offers the doctorate in education.

The Certificate in Education

The teacher-training colleges offer two-year, full-time training programs leading to the Certificate in Education. Applicants to these programs must have completed Form V (grade 11) with six passes on the MCE, three at the credit level. Students apply for one area of specialization. The list of applicants is submitted to the Teacher Training Selection Commission of the Ministry of Education. Participants are selected on the basis of those holding the highest academic qualifications and those selecting areas of specialization deemed most essential in the five-year appraisal of manpower needs. Final selection is made on the basis of personal interviews. In 1978, 6,000 were selected from 15,000 applicants. Some HSC holders are included in the teacher-training programs. These receive the same training as MCE holders but are awarded higher monthly salaries once they enter the teaching profession.

The curriculum for primary and secondary teachers is the same during the first year of training. This enables lower secondary teachers to teach also at the primary level. The curriculum is general, including basic primary subjects; teaching methodology; and courses in art, music, and physical education. The five-day-a-week schedule from 7:30 each morning to 1:15 each afternoon includes thirty-two hours each week of classes, societies, sport, and other extracurricular activities. The second-year program for primary teachers is similar to the first. Secondary teachers have a greater concentration on their specific subject matter during the second year. All teachers are involved in supervised practice teaching during their training program. Practice teaching has faced the problem of too few places available for supervised teaching and too short a period of time available for this pursuit. Master teachers or supervisors have been recruited from the experienced teachers in an attempt to reach a ratio of one master to twenty student teachers. Practice teaching consisted of a six-week period in each year of the two-year program until 1978. A change in calendar to vary the vacation period of the teacher-training colleges from that of the schools permitted a three-month period of practice teaching. Before 1976 the grading system for teacher training institutions indicated only "pass" or "fail." Between 1976 and 1979 the grades "pass," "credit," and "distinction" were noted on certificates. Since 1979 no merit classification is indicated on the certificate.

A Temporary Certificate in Education may be earned through in-service training programs offered during holidays. This is considered an emergency measure to meet the demands of the present shortage of trained teachers. Applicants must have five years of teaching experience. Only 2 credits are required on the MCE.

Specialist Certificate

Experienced teachers who hold the Certificate in

Education may be selected from each of the eleven states to receive training leading to the Specialist Certificate. This is an additional one-year course offering specialized training in a particular area needed in certain regions of the state. These areas may include music, arts and crafts, physical education, library science, teaching of the deaf and blind, audio-visual aids, and remedial education. Teachers trained in the specialist program return to their regions to serve several schools in their area of specialization.

Bachelor of Science with Education and the Diploma in Education

The Diploma in Education may be integrated into the four-year Bachelor of Science program, or it may be an additional year of educational methodology courses at the end of the degree program. The integrated program is considered to be of the same value as the additional year diploma program. It is more intense, and for this reason some universities prefer to offer diploma courses after the completion of the degree. The primary emphasis of diploma courses is teaching methods in various subjects. Supervised practice teaching is required. Teachers who hold the Diploma in Education or the Bachelor of Science with Education under the integrated system are eligible to teach upper secondary (Forms IV-VI).

Master of Education and the Doctorate of Education

Admission to the Master of Education program requires a bachelor's degree, a Diploma in Education or its equivalent, and at least two years of teaching or other educational experience. Proficiency in Bahasa Malaysia is also required. Typical programs at the master's level include the following areas of instruction: curriculum development and instruction, educational administration, educational development, educational psychology, educational technology, guidance and counseling, mathematics education, measurement and evaluation, philosophy of education, and sociology of education. Each student takes one area for concentration and a total of ten to twelve courses plus thesis. The program is expected to take two to three years for students who are enrolled on a full-time basis. Doctoral programs are basically in the developmental stages. Admission to the doctoral program requires completion of an approved Master of Education degree.

TECHNICAL/VOCATIONAL TRAINING

GENERAL BACKGROUND

Since independence, Malaysia has placed increased emphasis on the development of vocational/technical education. In 1964 the Ministry of Education created under its own auspices the Technical Education Division, responsible for the planning and execution of all technical and vocational programs in Malaysia. Among the several programs initiated to equip youth for entry into the employment market was the expansion of the technical/vocational training system, putting more emphasis on the production of the skilled personnel required by a modern, industrial economy.

The technically/vocationally oriented student follows the same general pattern of education as the academically oriented for the first nine years—six years of primary education followed by three years of lower secondary. From the lower secondary, the student progresses to one of several forms of upper secondary education or joins the work force. Post lower secondary education choices include (1) entry into an upper secondary technical school to follow one of four technical concentrations—agricultural science, commerce, technical, and home science; (2) entry into upper secondary vocational school. After completing one of the above options and in some cases passing the appropriate examinations, the student may continue his or her training in one of the following ways: (1) entry into Kolej Tunku Abdul Rahman, into a polytecnic, into the Institut Teknoloji Mara, or into one of the diploma courses at the Universiti Teknoloji Malaysia of the Universiti Pertanian Malaysia; (2) if appropriate course work is taken and the HSC/STP is passed, the student also has the option of applying to enter one of the university degree programs.

TECHNICAL EDUCATION

Basically there are three levels of technical education in Malaysia: the secondary level, the two-year certificate program, and the three-year diploma program.

Upper Secondary Technical Schools

During October of Form III the student sits for the LCE/SRP examination. Those who pass the LCE/SRP are selected to go on to one of four types of postcomprehensive schooling. One of these choices is the *upper secondary technical school*, which offers a two-year combined program (Form IV and V) of general academic courses and technical training in engineering areas, agriculture, commerce, and domestic/home science. These schools were formerly known as *technical institutes*. Presently there are nine upper secondary technical schools.

Upper secondary technical schools follow the same school year as other secondary schools with the academic year beginning in early January and ending in mid-November and with a two week break in mid-April and also early September. Students sit for the

MCE/SPM examination in November of their final year in upper secondary.

Language of instruction. Following the national language policy, upper secondary technical schools are converting to the national language, and all classroom instruction will be given in Bahasa Malaysia by 1980. At present the changeover is not complete, and some upper secondary technical instruction is still given in English. Students completing Form V during 1978 and 1979 will be able to sit for either the MCE or SPM, but by 1980 only the Sijil Pelajaran Malaysia will be available.

As the second language, English is a mandatory component of upper secondary technical education. Secondary school students attend a minimum of four hours of English language instruction per week.

General requirements. Although students receive grades throughout their academic careers, these grades mean little when it comes to evaluating the students' academic ability or ability to progress to the next level of Malaysian education in comparison to the standardized, external examinations they sit for at the end of Form V. For the most part emphasis at the upper secondary technical level is toward preparation for the MCE/SPM examination. Students sitting for technical subjects take a three-hour examination, whereas the other examinations usually take two hours per subject.

Technical students are required to fulfill the same general conditions to receive the MCE/SPM as science-stream students, the only difference being that they elect to sit for technical or more technically oriented subjects in the areas of agriculture, home science, technical, and commercial studies.

The difference in this technical stream is that students take one technical elective per year and there is an increased number of hours spent in practical course work. Students with strong mathematics and science scores on the SRP are usually channeled into the technically biased stream; students without a science background are not permitted to enter this stream. Total hours per week spent in the classroom is approximately thirty hours.

Students pursuing an upper secondary curriculum with a technical bias are required to sit for six hours of mathematics instruction per week. If these same students elect to take the mathematics or additional mathematics subject(s) when they sit for the MCE/SPM, and gain credit (grade 6 or above) in them, we can assume that their mathematics background is comparable to a U.S. high school graduate with three years of college preparatory mathematics. Students pursuing the agriculture, commerce, or home science concentrations in upper secondary technical schools are required to take only a little over two and one half hours of mathematics instruction per week. Their mathematics background (in U.S. equivalencies) would be weak. Technical subjects are usually given 40 percent time in theory and 60 percent time in practical work.

Curricula. The sample curricula with footnotes listed below is taken from *Education in Malaysia*, prepared by the Educational Planning and Research Division, Ministry of Education Malaysia, Dewan Bahasa Dan Pustaka, Kuala Lumpur, 1970, pp. 24-25. The same curricula, except for English as the second language, is presently being used.

SECONDARY SCHOOL CURRICULA
Prescribed Subjects in Number of Minutes per Week

	Secondary School (Form IV-V)					
Subjects	*Arts*	*Science*	*[7]Technical*	*[7]Agriculture*	*Commerce*	*Home Science*
Language Medium of School	200	200	200	200	200	200
Islamic Religious Knowledge[2]/Pupil's Own Language[3]/Additional Mathematics	120	120	120	120	120	120
National Language/English Language	160	160	160	160	160	160
Literature/Any other subject approved by the Registrar	120	—	—	—	—	—
Mathematics	200	160	200	160	160	160
Additional Mathematics	(160)[1]	160	(160)[1]	—	—	—
General Science	200	(200)*	—	—	200	200
Additional General Science	160	(160)*	—	—	—	—
Physics	—	200	120	160	—	—
Chemistry	—	200	120	200	—	—
Biology	—	200	—	200	—	—
Art and Crafts and/or Music	80	•	•	•	80	80
Physical Education	80	80	80	80	80	80
Civics	40	40	40	40	40	40
Social Studies/Geography/History	—	120	120	120	—	—
Geography	120	—	—	—	120	120
History	120	—	—	—	120	120
Two of the following —						
(i) Geometrical and Building Drawing Geometrical and Mechanical Drawing	—	—	120	—	—	—
(ii) Engineering Science	—	—	120	—	—	—
Surveying/Additional Mathematics	—	—	120	—	—	—
Engineering Workshop Practice/Building Construction	—	—	120	—	—	—
Agricultural Science	—	—	—	200	—	—
Commerce	—	—	—	—	160	—
Principles of Accounts	—	—	—	—	160	—
At least two of the following —						
(i) Cookery						
(ii) Needlework & Dressmaking	—	—	—	—	—	320
(iii) General Housecraft						
(iv) At the discretion of the head teacher[4] (excluding Group Activities)	160	—	—	—	—	—
Group Activities[5]	180	140	140	140	180	180
Total Minimum Number of Minutes Per Week	1780	1780	1780	1780	1780	1780

Notes

1. The time allocation in brackets is not included in the total and must be adjusted where necessary against the time to be used at the discretion of the head teacher. Where extra time is required as in Forms IV and V, the Registrar of Schools may authorize a substitution of subjects, or an increase in weekly teaching time, to meet the need.
2. Compulsory only for Muslim pupils.
3. If this is not the medium of instruction of the school.
4. This time shall be used either to increase the time for compulsory subjects or to introduce the teaching of optional subjects or both at the discretion of the head teacher.
5. These will include

Clubs	Art and Craft, Music, Debate, Drama, Camera, etc.
Subject Clubs Societies	National Language, English, Science, Agriculture, etc.
Literary Activities	Newspaper, Magazines, etc.
Athletics and Games	Track and Field, Football, Tennis, Swimming, Indoor Games, etc.
Youth Training	Scouts, Guides, Red Cross, Cadets, etc.

6. Commercial Studies—In Forms I and II the minimum time for the subject is 120 minutes. The extra 40 minutes will be left to the discretion of the head teacher.
7. Additional periods should be assigned for practical work in the afternoons.

8 Where General Science and Additional General Science are done in lieu of Physics, Chemistry and Biology there will be a surplus of 240 minutes which may be used at the discretion of the head teacher

9 National Language is compulsory for all pupils other than those offering Malay as a subject

10 English Language is compulsory for all pupils in Malay Medium Classes

11 Pupils in the Arts Stream will study any four subjects in this Group

12 (a) Pupils in the Science Stream will study any four subjects in this group
   (b) Pupils in the Technical Stream will study Technical Drawing and any three other subjects in this group

* For these streams appropriate opportunity should be given for developing pupils' interest in Art and Crafts and or music, possibly through group activity

General

A In this notification "National Language" shall mean the Malay Language

B "Head teacher" shall include any teacher discharging the duties of head teacher

C The teaching of the pupil's own language, if it is not the language medium of instruction of the school, shall mean the teaching of Chinese and or Tamil and shall be made available in accordance with the 1961 Education Act, where the parents of fifteen or more pupils of the school so request

D Where Bible knowledge is taught as a subject approved by the Registrar, the cost of such instruction shall not be defrayed from public funds

E A class for an optional subject may not be constituted with less than 30 pupils, except with the written approval of the Registrar

The similarity between the science and technical streams suggests that the student's MCE/SPM subjects taken and grades received would be a better indicator of a student's ability to handle college-level work than the solitary fact that he or she graduated from an upper secondary technical school.

Courses offered at the various technical schools are not the same. For example, commercial electives are offered only at one technical secondary school.

Successful MCE/SPM candidates can go on to Form VI technical secondary programs, taking courses with a technical bias, or the Form VI sciences stream leading to the HSC/STP. They can also apply to one of the teacher-training colleges or seek enrollment in a technical certificate or diploma program offered at the various postsecondary technical institutions discussed below. The best technical students who have MCE/SPM passes in mathematics and sciences usually go on to Form VI or to a diploma program at UTM or ITM.

Students entering Form VI technically biased streams follow a curriculum quite similar to science-stream candidates. Below is a comparative chart with footnotes extracted from *Education in Malaysia* by the Educational Planning and Research Division, Ministry of Education, Malaysia, Dewan Bahasa Dan Pustaka, Kuala Lumpur, 1970, p. 25. The same curricula are still followed at present.

FORM VI LEVEL TECHNICAL STREAM CURRICULUM

Subjects		Secondary School (Form VI) *Arts*	*Science*	*Technical*
National Language[9]/English Language[10]		80	80	80
General Studies		160	160	160
Malay	11	1280	—	—
English				
Geography				
History				
Art				
Economics				
Mathematics				
Any other subject approved by the Registrar				
Physics	12	—	1280	1280
Chemistry				
Biology				
Mathematics				
Pure Mathematics				
Applied Mathematics				
Technical Drawing				
Any other subject approved by the Registrar				
At the discretion of the Head Teacher[4] (Excluding Group Activities)		80	80	80
Group Activities[5]		180	180	180
Total Minimum Number of Minutes Per Week		1780	1780	1780

Notes

1 The time allocation in brackets is not included in the total and needs to be adjusted where necessary against the time to be used at the discretion of the head teacher. Where extra time is required as in Forms IV and V, the Registrar of Schools may authorize a substitution of subjects, or an increase in weekly teaching time, to meet the need

2 Compulsory only for Muslim pupils

3 If this is not the medium of instruction of the school

4 This time shall be used either to increase the time for compulsory subjects or to introduce the teaching of optional subjects or both at the discretion of the head teacher

5 These will include

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Subject Clubs/Societies	National Language, English, Science, Agriculture, etc
Literary Activities	Newspaper, Magazines, etc
Athletics and Games	Track and Field, Football, Tennis, Swimming, Indoor Games, etc
Youth Training	Scouts, Guides, Red Cross, Cadets, etc

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7 Additional periods should be assigned for practical work in the afternoons

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E A class for an optional subject may not be constituted with less than 30 pupils, except with the written approval of the Registrar

Technical secondary schoolteachers are mostly university graduates mainly engaged in teaching mathematics, science, and general subjects. Technical subjects are usually taught by diploma holders. ITM and UTM diploma program subjects are also taught by university graduates.

Upper Secondary Vocational Schools

At the upper secondary level, students passing the SRP exam may enter a two-year program (Forms IV and V) in a secondary vocational school. These are terminal programs, with most students entering the labor force at their completion. A few vocational graduates go on to a certificate program in a polytechnic.

Formerly, these secondary vocational schools were called secondary trade schools. They offer preapprenticeship-type programs in the electrical, mechanical, and building trades. Home science, agriculture, and business studies courses of a vocational nature are also offered.

The academic year in upper secondary vocational schools is the same as other primary and secondary schools.

Bahasa Malaysia will be the primary language of instruction by 1980. English is required as the second language.

The grading system is equivalent to that in other upper secondary streams. Emphasis is put on preparing the student to pass either the Sijil Pelejaran Vokesyenal Malaysia/Malaysian Certificate of Vocational Education examination (SPVME/MCVE) or other subject-specific vocational external examinations from the United Kingdom. The SPVME/MCVE given under the authority of the Malaysian Examination Syndicate is nominally the equivalent of the MCE/SPM.

Upper secondary vocational schools also offer some academic education. Students spend approximately 30 percent of each week studying academic subjects and 70 percent of their time on vocational training. Vocational stream students spend twelve hours per week more in total classroom hours that students in other streams.

Students pursuing an upper secondary vocational education will not be mathematically prepared to enter a U.S. institution of higher education as freshmen; nor will they have the equivalent of college preparatory mathematics on the high school level.

Postsecondary Technical Training Programs

The several institutions covered in this section include the following:

Institut Teknoloji Mara (ITM)
Universiti Pertanian Malaysia, diploma programs
Tunku Abdul Rahman College
Universiti Teknologi Malaysia, diploma programs
Ungku Omar Polyteknik
Kuantan Polytechnic

The technical college and institutes (distinct from upper secondary technical schools) and university diploma programs provide quasi-terminal technical education for three years full-time or five years part-time. The polytechnics offer only two-year courses. Only certificate and diploma courses will be dealt with in this section.

The academic calendar year for these institutions is different from that of the primary and secondary schools. Classes begin and end at differing times depending on the institution.

Until the Malaysian government mandated conversion to the national language, all postsecondary technical institutes and colleges conducted classes in the English language. At present all courses are taught in Bahasa Malaysia except those that (1) prepare students to sit for the U.K. external exams, (2) prepare students to transfer to one of ITM's joint degree programs in an English-speaking country, (3) are taught by English-speaking expatriate staff, and (4) are English-language instruction courses.

Admissions requirements. Admissions requirements to the various technically oriented postsecondary institutions may vary slightly, and the number of institutions and programs prevents each from being listed. Generally, admission to a certificate program requires the MCE/SPM certificate, or its equivalent, with passes in three subjects taken at the same time. Subjects must include Bahasa Malaysia, English, and either mathematics or science.

Minimum requirements for admission to a diploma program include the SPM/MCE certificate, or its equivalent, at Grade II with credits in Bahasa Malaysia, mathematics, and a science subject. Programs may substitute another relevant subject in lieu of science.

Certificate and diploma programs. U.S. admissions officers may receive credentials from students following certificate and diploma programs shown in the chart on the next page.

The qualifications of the faculties vary from diploma holders to Ph.D.s. On the whole the technical institutions are very conscious of raising their level of faculty training and are sending large numbers abroad for advanced training.

Curriculum. Curricula within postsecondary institutions may vary, and the number of programs prevents each from being listed. Normally candidates in a diploma program take seven to eleven subjects per year, and their content differs depending on the program. All students study Bahasa Malaysia. For courses designed to lead to one of the United Kingdom's external degree programs, course syllabuses are designed with the requirements of the examining authority in mind. Teaching methods usually include a combination of large lectures augmented by tutorials, seminars, simulation exercises, role playing, and laboratory/studio experience. Practical training programs, particularly in certificate courses, are designed into most programs. Curricula for certificate programs is basically the same except that the practical aspect of training is more heavily emphasized. Students in certificate programs usu-

INSTITUTION	FACULTY SCHOOLS PROGRAMS	LENGTH OF STUDY	CREDENTIALS AWARDED
University Pertanian Malaysia	Programs listed in higher education section		
Kolej Tunku Abdul Rahman	School of Arts and Sciences	3 years F-T	Diploma in Science
	School of Business Studies		
	Course of Accounting		
	Course of Business Management	3 years F-T	Diploma in Commerce
	Course of Cost Management		
	School of Technology		
	Division of Building		
	Division of Automotive Engineering	2 years F-T	Certificate in Technology
	Division of Electronics	3 years F-T	Diploma in Technology
	Division of Materials		
Institute Teknologi Mara	School of Engineering		
	Civil Engineering	3 years	Diploma
	Electrical Engineering (Electronics)	3 years	Diploma
	Electrical Engineering (Power)	3 years	Diploma
	Mechanical Engineering	3 years	Diploma
	Land Surveying	3 years	Diploma
	Mining Engineering	3 years	Diploma
	School of Accountancy		
	Accountancy	3 years	Diploma
	Institute of Cost and Management Accountants (U.K.)	4 years	External Exam. Program
	Association of Certified Accountants (U.K.)	4 years	External Exam. Program
	School of Administration and Law		
	Public Administration (English)	3 years	Diploma
	Public Administration (Malay)	3 years	Diploma
	Institute of Chartered Secretaries and Administrators (U.K.)	4 years	External Exam. Program
	School of Hotel and Catering Management		
	Hotel and Catering Management	3 years	Diploma
	Tourist Administration	3 years	Diploma
	Institutional Catering	3 years	Diploma
	Chef de Cuisine	3 years	Diploma
	School of Business and Management		
	Business Studies	3 years	Diploma
	Banking Studies	3 years	Diploma
	Business Administration (Transport)	4 years after MCE	Advanced Diploma
	Institute of Marketing (U.K.)	3 years	External Exam. Program
	Chartered Institute of Transport (U.K.)	3 years	External Exam. Program
	Chartered Insurance Institute (U.K.)	3 years	External Exam. Program
	School of Applied Sciences		
	Planting Industry Management	3 years	Diploma
	Rubber and Plastic Technology	3 years	Diploma
	Microbiology	4 years	Diploma
	Industrial Chemistry	4 years	Diploma
	Food Technology	4 years	Diploma
	Wood Technology	4 years	Diploma
	Textile Technology	3 years	Diploma
	Science	2½ years	Diploma
	School of Architecture Planning and Surveying		
	Town and Regional Planning	2 years	Certificate
	Architecture	3 years	Diploma
	Quantity Surveying	3 years	Diploma
	Estate Management	3 years	Diploma
	Building	3 years	Diploma
	Interior Design	3 years	Diploma
	School of Art and Design		
	Art and Design		
	(Fine Art)	3 years	Diploma
	(Graphic Design)	3 years	Diploma
	(Textile Design)	3 years	Diploma
	(Fine Metal)	3 years	Diploma
	(Industrial Design)	3 years	Diploma
	(Pottery/Ceramics)	3 years	Diploma
	(Fashion Design)	3 years	Diploma
	Photography	2 years	Diploma
	Art Teachers	1 year	Diploma

(Continued)

INSTITUTION	FACULTY SCHOOLS	LENGTH OF STUDY	CREDENTIALS AWARDED
	School of Mathematical Science and Computing		
	Computer Science	3 years	Diploma
	Statistics	3 years	Diploma
	Actuarial Science	4 years	Diploma
	System Analysis	1 year	Diploma
	Programming	6 months	Certificate
	School of Secretarial Science		
	Stenography (English)	2 years	Diploma
	Stenography (Malay)	2 years	Diploma
	Bookkeeping	1½-2 years	Certificate
	School of Library Science		
	Library Science	3 years	Diploma after HSC/STP
		1 year	Postgraduate Diploma 1 year after university degree
	School of Mass Communication		
	Mass Communication	3 years	Diploma after HSC/STP
	School of Preparatory Studies	1 year	No credential given
Politeknik Ungku Omar	School of Civil Technology	2-2½ years F-T including 12 weeks practical experience in the field	Certificate
	School of Electrical Technology		
	School of Mechanical Technology		
	School of Business Studies	2 years F-T	Certificate
	School of Accountancy	3 years F-T	Polytechnic Diploma
Kuantan Politeknik	School is presently being established; it plans to offer:		
	School of Engineering	2½ years F-T	
	School of Civil Engineering (Construction)	6 months of industrial training is compulsory prior to commencement of the second year of the course	Technician Certificate
	School of Electrical Engineering (Power)		

ally spend a minimum of 60 percent of their time in practical training, whereas diploma candidates spend a maximum of 30 to 40 percent of course time in these areas.

Grading System. Grading systems may vary from institution to institution. Students usually sit for end-of-semester or end-of-year examinations in addition to receiving evaluation based on their performance throughout the year. Students may resit failed exams (if not more than three subjects are failed) at a supplementary examination session. If supplementary examinations are failed, a student may retake the total year's course of study over once per year. Grades are usually given as A, B, C, D, F with a few institutions giving plus and minus grades. The grading scale breaks down as follows:

Grade	Percent**	GPA*
A+	95-100	4.0
A	85-94	3.5
B+	75-84	3.0
B	65-74	2.5
C+	55-64	2.0
C	50-54	1.5
D	45-49	1.0
F	44 or less	0

*GPAs figured at UPM, UTM and ITM.
**Approximate scale—depending on the institution.

Forty-four to 55 percent is usually the lowest passing grade. Two to 3 percent of the students usually fall in the highest grade range, and 10 to 15 percent fail. Practical subjects are usually weighted from 60 percent (polytechnics), 30-40 percent (general diploma programs), 10 percent (certain diploma programs at ITM). Courses are weighted with regard to the importance of course content and length of time spent in lectures, tutorials, and laboratories.

Evaluation. The certificate programs are terminal in nature, and only the best candidates go on to seek admission to the first (and sometimes second) year of a diploma program in the same field of study. Diploma of Science holders are infrequently admitted to degree programs at the universities. Other diploma holders may apply to the fourth year of ITM's integrated degree program, degree level, or to an advanced diploma program at ITM.

Graduates of specific diploma programs (usually from MARA) are also eligible to sit for several overseas external examinations: to name a few, the Institute of Cost and Management Accountants examination (U.K.), the Association of Certified Accountants examination (U.K.), and the Institute of Transport examination (U.K.).

Courses taken in the nonterminal diploma programs may be transferrable to U.S. institutions depending on the content of the course and the scope and purpose of the receiving institution. It is wise to evaluate each student's transcript individually on a course-by-course basis. Several U.S. institutions award up to two years' transfer credit for work done at ITM in compatible diploma programs.

Advanced Diploma Programs

The Institut Teknoloji Mara is not chartered to issue degrees, yet several of its programs are considered equivalent to university pass and honors degrees by the Malaysian government. To overcome this obstacle, ITM classifies these programs as advanced diploma programs, with several whose minimum entry requirements are the HSC/STP being called degree programs. The admissions officer is cautioned to be on the alert for these exceptions.

Students enter the two-year advanced diploma program after successfully completing the three-year diploma program in the same area. Advanced diplomas are offered in town and regional planning, architecture, quantity surveying, civil engineering, electrical engineering, and mechanical engineering.

Students enter the diploma programs in mass communications and library science after successful completion of the HSC/STP with a minimum of one subject pass at principal level and one to two subsidiary passes plus a pass in the general paper or English, or (for mass communications) 5 credits in the MCE including English language and Bahasa Malaysia with four years experience in mass media.

ITM also offers a postgraduate Diploma in Library Science with a degree from any recognized university as the entry requirement.

In conjunction with several U.S. institutions, ITM also offers degree and postdegree programs leading to the Bachelor of Business Administration (Ohio University), Master of Science in Economics (University of Kentucky), and Master of Science in Economic Education (Ohio University). Transcripts are issued from and the degrees awarded by the respective U.S. university.

EVALUATIONS METHODOLOGY

TRANSCRIPTS

Although several Malaysian transcripts coming from the various secondary- and postsecondary-level institutions are transcribed in English, the Malaysian American Commission on Educational Exchange (MACEE) in Kuala Lumpur will translate and verify documents for purposes of application to U.S. institutions. At present, MCE and HSC external examination results are printed in English; SRP and SPV/ME results, in Bahasa Malaysia. SPM results, which will begin by 1980, and STP results, beginning by 1983, will be in Malay. Headmasters of secondary schools will also verify correct translations, but in this case it is the student's responsibility to have the document translated.

Schools

Although students are tested throughout their academic careers, continuation in the educational system (after Form III) depends upon their external examination results. A formal certificate listing these results is given to the student.

The three certificates that the U.S. admissions officer will be presented most frequently include the following.

The Lower Certificate of Education/Sijil Rendah Pelejaran. The student sits for this examination after Form III (U.S. grade 9). The results are computer scored. Individual subject areas are listed to the left of the certificate with results given numerically, 1-9, and in GCE standards, listed to the right. The total subjects taken, grade of certificate, medium of instruction, name of student, and school are listed. The certificate is signed by the Director of Examinations, the Ministry of Education, Malaysia. The LCE is given and the certificate typed in English; the SRP, in Bahasa Malaysia. Students sit for the LCE/SRP in September of Form III.

The General Certificate of Education/Malaysia Certificate of Education/Sijil Pelejaran Malaysia. The student sits for this examination after Form V (U.S. grade 11). The results are computer scored. The specific test name—GCE, MCE, or SPM—is typed out toward the top of the page. Individual subject areas are listed to the left of the certificate with results given to the right. Results on the MCE are given both numerically, 1-9, and in GCE standard terms.

The first sitting of the SPM is scheduled to occur in 1980, and it is assumed that the format will closely follow that of the MCE. The certificate will be signed by one or more vice-chancellors (depending on the type of certificate and year issued) from the University of Cambridge, University of Malaya, and/or University of Singapore. Most copies of certificates will also be counterverified as a certified correct copy by the Head of the Language Center at MARA Institute of Technology or the Director of Examinations of the Malaysian Ministry of Education.

The GCE is given in and the results listed in English; the MCE has subjects which can be taken in both English and Bahasa Malaysia. The results are given in English. The SPM will be given and the results listed in Bahasa Malaysia.

Older students who took this examination prior to 1969 may present the Overseas School Certificate in lieu of the GCE, MCE, or SPM. The MCE and SPM also list the division in which the student received his or her certificate. Students sit for the MCE/SPM in November of Form V.

The Higher School Certificate/Sijil Tinggi Pelejaran. The student sits for this examination at least two years after the GCE/MCE/SPM, after upper Form VI (U.S. grade 13). The results are computer scored. The general certificate format is the same as that of the GCE/MCE/SPM certificate except that no divisions are listed. The results are given in both GCE and HSC (subsidiary and principal) standards, and grades A through E are listed.

The HSC is taken in English with some subjects offered in Bahasa Malaysia; the STP is taken in and original results given in Bahasa Malaysia. Students sit for the HSC/STP in December of upper Form VI.

SPVME. A fourth external examination that may be presented to the admissions officer is the Sijil Pelejaran Vokesyenal Malaysia Examination (SPVME), the Malaysian Vocational Education Certificate taken in Form V of a vocational secondary school.

Since all of the above external examinations are computer scored and the certificates computer printed, it is difficult to falsify documents. Since information on computer-printed documents is evenly spaced, columns vertically aligned with letters printed in the same shade, it is relatively easy to discover if the document has been tampered with.

It is usually not necessary to request that the student's mark sheets be presented in conjunction with his or her external examination certificate(s). An exception to this rule could be the Form VI candidate for freshman admission who has not sat for the HSC/STP.

Colleges

Diploma programs offered through the several teacher-training and technical colleges, the polytechnics, ITM, UPM, and UTM are usually completed at least three years after the MCE (although there are some one- to five-year certificate and diploma programs). Several postgraduate certificate and diploma programs also exist, and if these are presented, the admissions officer should double check these programs individually. For the purpose of this section, the word "diploma" will be used, although the general descriptions also hold true for the certificate.

Graduates of diploma programs should be able to submit a record of their work in the program. Transcripts/records of diploma program work vary in their degree of sophistication and format. Most diploma programs list grades in letter grade from (A, B, C, D, E), but several still use numerical percentages, the more sophisticated records coming from ITM. The diploma programs of the universities should indicate the student's name, the date of admission and termination, the specific curriculum, and grades. Credit hours are not listed. Records should indicate if a diploma or degree was granted (for the universities) and the class in which the diploma was awarded. The transcript will be signed, usually by the Registrar, Assistant Registrar, or the dean of the school or faculty; and his/her office may be stamped or typed on the document. There is little consistency in the format of a transcript issued from an individual institution. Course titles may be listed differently for the same diploma program; grade-point averages are given on some transcripts and not on others. The general format may even vary.

Universities

All five universities issue transcripts and a degree scroll certifying graduation. Transcripts indicate the name of the student, the date of admission and termination, the specific curriculum, and grades. In addition, they indicate if a diploma or degree was conferred. If applicable to the institution, the class and honors will be listed. Sometimes grading scales are listed. Transcripts will be signed and stamped by the Registrar or Assistant Registrar (sometimes transcripts are signed by the dean of the faculty concerned). Again, there are slight format discrepancies from transcript to transcript originating from the same institution.

Photographs are not attached to transcripts originating from any of the Malaysian institutions. Students usually have little trouble in providing multiple copies of their records to various U.S. institutions. When receiving a copy of an original transcript, the admissions officer may check to assure that it has been certified as a correct copy (or translation) of the original. The most frequently used verifying agency is the Malaysian American Commission on Educational Exchange, which signs and stamps the document to attest to its authenticity. Credentials submitted with IIE dossiers have been verified by the IIE interviewer involved with the file.

If there are any questions about the authenticity of credentials received, the admissions officer should write to the Malaysian American Commission on Educational Exchange, No. 198 Jalan Ampang, Kuala Lumpur, Malaysia.

STANDARDIZED TESTS

To varying degrees, the majority of U.S. institutions require one or more standardized tests for purposes of determining a student's eligibility to enter a particular degree program. These instruments are valid for the admissions officer responsible for determining the admissibility of international students only to the degree that the student is accustomed to taking such objective tests and the tests are readily available in their countries.

Education in Malaysia emphasizes essay examinations, and students rarely have any exposure to computer-scored, objective-type tests, a factor to be taken into account when interpreting their results. It can be anticipated that as the governments plan to make Bahasa Malaysia the sole language of instruction, scores on standardized tests given may decline.

The student sits for the HSC/STP in December of the final year. The MCE/SPM is taken in November. The results are not available to the student until early April and to sponsoring groups until May. As a consequence, it is from May to early June before the applicants (or scholarship nominees) can submit their results to U.S. institutions for consideration for fall-term admission.

ENGLISH LANGUAGE PROFICIENCY

In 1969 all national and national-type schools began to convert to Bahasa Malaysia, the national language, as the primary medium of instruction. A schedule of conversion by class and subject matter requires that by 1983 all primary, secondary, and tertiary education will be conducted in Bahasa Malaysia. English will be retained as the second language.

In addition to the standard English proficiency tests available to Malaysian students (TOEFL, ALI/GU, etc.) the Institute of International Education (IIE), Hong Kong, has two satellite centers in Malaysia. An IIE representative is available to assess the prospective Malaysian student's educational background and to assess his or her English proficiency at MACEE in Kuala Lumpur and at the Universiti Sains Malaysia, Penang. Initial contact must be made with IIE-Hong Kong, who makes arrangements for the Penang and Kuala Lumpur interviews.

FINANCIAL GUARANTEES

The majority of Malaysian students are sponsored by either MARA headquarters, the Public Services Department of the national government, a state government, or one of the institutions of higher education. There is little difficulty in securing the official award letter from the sponsoring agency on behalf of the student if all of the student's credentials are in order. Students usually cannot receive the official sponsorship letter until they have received notification of their academic eligibility from a U.S. institution.

In 1978, 55 percent of all Malaysian students in the United States were financed by the Malaysian government. Twenty-six percent were privately sponsored, and the remainder provided the necessary resources from personal funds. The Malaysian American Commission on Educational Exchange (MACEE) coordinates several sponsor programs. It also collaborates with U.S. institutions and the Institute of International Education in finding assistantships for Malaysian graduate students.

Students sponsored by one of the universities or teacher-training colleges are under contract to their respective institutions and must agree to teach there upon their return to Malaysia.

Government-sponsored students are not given an open-ended scholarship in terms of length of stay in the United States. Although extensions may be requested, the Malaysian government sets a specified number of months a student may remain in the United States for each degree program. It is suggested that the admissions officer request that the amount and duration of the award be specified on the student's official sponsorship letter.

PLACEMENT RECOMMENDATIONS

Educational Background of Malaysian Students	**Placement Recommendation for U.S. Admissions Officers**
1. Less than graduation from upper secondary school	Place in elementary or secondary on a year for year basis
2. Malaysian Certificate of Education/Sijil Pelajaran Malaysia (SPM) (11 years) *a*	May be considered for Freshman college admissions, as are exceptional U.S. students, if student possesses 5 passes in academic subjects with grades of 1 or 2 in math, science and English.
3. MCE/SPM plus lower form VI (12 years) *a*	Consider for Freshman college admission
4. Completion of Form VI and Higher School Certificate/Sijil Tinggi Pelajaran (STP) (13 years) *a*	Consider for Freshman college admission with up to 10 semester units of transfer credit for each subject passed at the principal level.
5. Completion of Victoria Higher School Certificate (Australia) by students from Taylor's College (12 years)	Consider for Freshman college admission if aggregate score in best four subjects is at least 300.

(Continued)

Educational Background of Singapore Students	Placement Recommendations for U.S. Admissions Officers
6. Less than completion of university degrees.	Consider for undergraduate admission with credit given for HSC/STP principal passes and work successfully completed at university level on a course by course basis.
7. Completion of degrees from universities (Universiti Malaya, Universiti Kobangsaan Malaysia, Universiti Sains Malaysia, University Technologi Malaysia, Universiti Pertanian Malaysia)	
A. Bachelors degree general or honors	A. Consider for admission to graduate studies
B. Masters degree	B. Consider for admission to advanced graduate studies
C. Ph.D.	C. Consider comparable in level and purpose to Ph.D. in U.S.
8. Teacher Training	
A. Certificate of Education	
1. Based on MCE/SPM [a]	1. Consider for Freshman college admission
2. Based on HSC/STP [a]	2. Consider for Freshman college admissions with up to 10 semester units of credit for each academic subject passed at the principal level
B. Specialist Certificate	B. Consider for undergraduate admission with up to 30 semester units of advanced standing plus up to 10 semester units of credit for each academic subject passed at the principal level if applicable.
C. Diploma in Education (1 year beyond degree of program)	C. Consider for admission to graduate degree programs
D. Masters degree in Education	D. Consider for admission to advanced graduate studies
E. Ph.D. in Education	E. Consider degree comparable in level and purpose to Ph.D. in Education in U.S.
9. Vocational/Technical Training [a]	
A. Malaysian Certificate of Vocational Education/ Sijil Pelajaran Vokesyenal Malaysia (SPVM)	A. Considered a terminal course—college admission not recommended
B. SPVM with 2 year vocational certificate	B. Should be considered only for admission to further vocational training at a post-secondary institution in the U.S.
C. MCE/SPM plus two year vocational certificate	C. Consider for Freshman college admission. Advanced standing in Technical subjects may be considered on a course by course basis. [a]
D. Technical Diploma with U.S. 2.5 grade point equivalent	D. Consider for undergraduate admission with between 30 and 60 semester hours of advanced standing
E. ITM Advanced Diploma Holders or ITM Diploma in Mass Communications and Library Science	E. Consider for undergraduate admission with 60-90 semester credits of advanced standing, plus up to 10 semester units of credit for each academic subject passed at the principal level.

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[a] *Special Notes to Admissions Officers*

1. To determine eligibility for admission, it is recommended that schools use the MCE/SPM and HSC/STP results. High school transcripts, while readily available, reflect grades from a highly structured and competitive system which cannot be appropriately equated to grading in the U.S. Only those schools which wish to use the transcripts as additional screening criteria need request these records.
2. The SAT is given regularly in Malaysia and results are available for those universities requiring standardized test scores.
3. Because of the change of the medium of instruction from English to Bahasa Malaysia in the system from primary through Form VI and through the universities by the mid 1980's it is recommended that the TOEFL or its equivalent be required of students from Malaysia who are entering U.S. schools and universities.
4. Holders of the MCE/SPM plus the two year vocational certificate will have completed 11 years of schooling in academic subjects plus two additional years of vocational studies.

APPENDIX: PROFILES OF TECHNICAL, VOCATIONAL SCHOOLS IN MALAYSIA

MALAYSIA/SARAWAK—COMMERCIAL

Name of institution/school: Commercial School
Location: Sibu
Year founded:
Type: Governmental
Previous names of school/institution: The Nautical School
Agency that maintains institution/sponsorship: State government
Academic year: January through mid-November with a two-week break in mid-April and end of August
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Sarawak Junior Certificate Examination
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Various business studies courses	Grade 10 & 11 (Forms IV & V)	2 years	L.C.C. examination	
Launch masters & engine drivers course		2 years		

*Full-time, day course, part of the previous Nautical School.

MALAYSIA—VOCATIONAL/COMMERCIAL

Name of institution/school: Cooperative College of Malaysia
Location: Petaling Jaya, Kuala Lumpur
Year founded: 1956
Type: Governmental
Previous names of school/institution: Cooperative College of Petaling Jaya
Agency that maintains institution/sponsorship: Malaysia government
Academic year: Entry available at various times throughout the year
Medium of instruction: English and Malay
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: MCE/SPM with credits in mathematics and English or Malay
Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Cooperative Management	Diploma	1 year		

General notes: Provides training for submanagerial personnel, especially for cooperatives. Short courses, mostly in-service, are also offered leading to a Certificate of Attendance.

MALAYSIA/SABAH—VOCATIONAL

Name of institution/school: Kota Kinabalu Trade School
Location: Kota Kinabalu
Year founded:
Type: Governmental
Previous names of school/institution: Jesselton Trade School
Agency that maintains institution/sponsorship: State government
Academic year: January through mid-November with a two-week break in mid-April and end of August
Medium of instruction:
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Minimum requirement—completion of Primary VI, boys with a secondary education preferred
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Carpentry and Joinery		2 years		
Electrical Installation		2 years		
Fitting and Turning		2 years		
Motor Vehicle Mechanics		2 years		
Welding/Blacksmith		2 years		

MALAYSIA—TECHNICAL

Name of institution/school: Kuantan Polytechnic
Location: Kuantan
Year founded: 1976
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Technical Division, Ministry of Education
Academic year: From July
Medium of instruction: English and Malay
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:

Academic staff:
Student enrollment: 102
Admission requirements: SPM, MCE or GCE "O" level or equivalent, in mathematics and science
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Mechanical Engineering	Technician Certificate	2½ years*		
Civil Engineering (construction)	Technician Certificate	2½ years		
Electrical Engineering (power)	Technician Certificate	2½ years		

*Six months of industrial training is compulsory prior to the commencement of the second year of the course. By 1979, fourteen courses are scheduled to be offered, nine of which will be in the mechanical, civil and electrical engineering departments. The other five will be in land surveying, business studies, accountancy, food-processing technology, and agricultural engineering. Planned enrollment is to go to 1,500.

MALAYSIA/SARAWAK—COMMERCIAL/VOCATIONAL/TECHNICAL

Name of institution/school: Kuching Vocational School
Location: Kuching
Year founded:
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: State government
Academic year: January through mid-November with a two week break in mid-April and end of August
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Sarawak Junior Certificate Examination
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Carpentry and Joinery	Grades 10 & 11 (Form IV & V)	2 years	City and Guilds Institute of London exams	
Machine Shop Practice				
Electrical Installation				
Telecommunication*				
Engineering Drawing*				
Mathematics & Science*				
Stenography**				
Copy Typing**				

*Part-time technician courses for City and Guilds of London exams

**Commercial section, full-time day courses

MALAYSIA—AGRICULTURE

Name of institution/school: Malayan Teacher's College
Location: Johore Bahru
Year founded:
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Ministry of Education
Academic year: January through mid-November with a two week break in mid-April and at the end of August
Medium of instruction: Bahasa Malaysia
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Minimum requirement MCE/SPM or its equivalent with at least a pass in Malay or English and two other credits
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Agricultural Science Teacher Education	Diploma			
Home Sciences Teacher Education	Diploma			
Rural Arts and Crafts Teacher Education	Diploma			

MALAYSIA—TECHNICAL

Name of institution/school: MARA Institute of Technology (Institut Teknoloji MARA) (ITM)
Location: Shah Alam (plus regional campuses at Kota Kinabalu [Sabah], Kuching [Sarawak], Kangar, Petaling Jaya, Menggatal [Sabah], Perlis, Dungun)
Year founded: 1965
Type: Governmental
Previous names of school/institution: None
Agency that maintains institution/sponsorship: MARA (Majlis Amanah Raayat)
Academic year: July through December, January through June; two semesters with a one-week break mid-semester and 4-6 week break between semesters
Medium of instruction: English (If a student's English is not adequate, ITM provides a special one-year course.)
Volumes in library: Main library with four branch libraries
Laboratory facilities: Language labs, art studio
Officer responsible for issuing student transcript/record: Registrar
Cooperation with other institutions: Ohio University issues Bachelor of Business Administration degrees and M.A. degrees in Economics Education to ITM students. The University of London offers the Bachelor of Laws degree and the University of Kentucky offers the M.S. degree program in Economics through ITM.
Tuition: $400 per year
Academic staff:
Student enrollment:
Admission requirements: Grade II of the OSC or the MCE/SPM with credits in five subjects including English Language and Math; plus any additional requirements of the particular course of study the student wishes to enter. At least 16 years of age.

Degree requirements: The student must have a 2.0 (or better) cumulative GPA at end of final year to graduate

Grading system:

College/Faculty/Program	U.S. Equivalent
A-Excellent Pass-4 pts*	A
B-Good Pass-3 pts	B
C-Average Pass-2 pts	C
D-Week Pass-1 pt	D
E-Fail-0 pts	F

*unweighted scale—all courses carry the same credit value

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
(1) School of Accountancy	Diploma (1) (2)	All diploma courses at ITM are conducted over 3 years with an additional 2-2½ years for the advanced diploma***	An exam and grades at the end of each term	
(2) School of Administration & Law	Diploma (3) (4)			
(3) School of Applied Sciences	Diploma			
(4) School of Architecture, Planning & Surveying	Diploma (5)			
(5) School of Art & Sciences**	Diploma (6)			
(6) School of Business & Management	Diploma (7-11)			
(7) School of Computer Science & Mathematics	Diploma (12)	All diploma courses at ITM are conducted over 3 years with an additional 2-2½ years for the advanced diploma***	An exam and grades at the end of each term	
(8) School of Engineering	Diploma			
(9) School of Hotel & Catering Management	Diploma (13)			
(10) School of Library Science	Diploma (14)			
(11) School of Mass Communication	Diploma (15)			
(12) School of Preparatory Studies	(16)			
(13) School of Secretarial Science	Diploma			
(14) School of Extension Education	(17)			
(15) Language Center	(18)			

**In preparation for the external degree in Arts, Economics and Law at the University of London

***About 60 hours per term for each subject

General notes: ITM aims at meeting professional and subprofessional personnel needs. It provides occupationally oriented education for *MALAYS*.

It also prepares students for several U.K. professional exams plus has its own diploma courses. Its own diploma courses are standardized by external examiners from London's Ealing College. A great emphasis is on the teaching of English, mathematics, and science.

(1) Students may also enroll in the U.K.'s Institute of Cost and Management Accountants program and sit for the ICMA external exam held in May and November each year.

(2) Students may also enroll in the U.K.'s Association of Certified Accountants program and sit for the professional exam administered by the ACA.

(3) Students may also enroll in the U.K.'s Institute of Chartered Secretaries and Administrators program and obtain the diploma which qualifies him/her for membership in the Chartered Institute of Secretaries and Administrators. The Public Service Commission considers this diploma as equivalent to an honours degree.

(4) Students may also enroll in the Bachelor of Laws degree program through the University of London.

(5) Students may also enroll in a one-year, prediploma course in Architecture/Building; a two-year advanced diploma program in Architecture, Quantity Surveying, or Town and Regional Planning; or a two-year certificate course in Town and Regional Planning.

(6) Students may also enroll in a one-year Foundation Course; a one-year Art Teacher's Diploma course; a four-year Liberal Studies program; or participate in the Center of Performing Arts.

(7) Students may also enroll in a two-year advanced Diploma program in Business Administration (Transport); a one-year Certificate in Insurance Centre program; or a twelve-week intensive program for Executive Development.

(8) Students may also enroll in the U.K.'s three-year Institute of Marketing Program and sit for their Diploma Examination, or enroll in the two year program which leads to the I. of M.'s Certificate examination.

(9) Students may also enroll in a three-year course which prepares them for the U.K.'s Institute of Transport exam.

(10) Students may also enroll in a four-year course which prepares them for the U.K.'s Chartered Institute of Insurance examination.

(11) Students may also enroll in the B.B.A. degree program awarded jointly by ITM and Ohio University.

(12) Students may also enroll in the four-year course which prepares them for the U.K.'s Institute of Statisticians (London) examination.

(13) Students may also enroll in the three-six month certificate programs in Hotel and Restaurant Services.

(14) This school also has a one-year graduate diploma program in Library Science for students who already hold a university degree.

(15) The Diploma program in Mass Communications has been recognized by the Malaysian government as being equivalent in status to the B.A. degree from any recognized university.

(16) One-year courses to prepare students from Malay-medium schools for entrance to other programs at ITM.

(17) Courses held only at the Jalan Othman Campus (P.J.). Degree, diploma, professional and semiprofessional courses to qualified individuals who are unable to pursue formal and full-time studies.

(18) Centralized language teaching for: (1) courses to meet second language requirement in business and professional schools, (2) proficiency courses, (3) remedial English courses, and (4) Bahasa Malaysia courses for staff.

MALAYSIA—SCIENCE/TECHNICAL

Name of institution/school: MARA Junior Science Colleges (Maktab Rendah Sains MARA) (MRSM)
Location: Lorong Green in Seremban (1971); other campuses at Kota Bharu (1973), Kuantan (1974) and Kota Kinabalu.
Year founded: 1971
Type: Governmental
Previous names of school/institution: None
Agency that maintains institution/sponsorship: MARA-Majlis Amanah Raayat
Academic year: Two semesters January through June; July through December, with one week break at mid-semester and four-six weeks break between semesters
Medium of instruction:
Volumes in library: 25,000 publications in the Resource Center
Laboratory facilities: Science
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition: M $270 per year
Academic staff:
Student enrollment:
Admission requirements: Candidates must be in standard 6 and have received at least 2 As, 2 Bs, and 1 C in their Standard V Assessment Examination*; plus sit for a MARA test in Bahasa Malaysia, English, mathematics, science, and intelligence test; those who pass the above test must also attend a personal interview. All of above assigned points and admissions are based on the total number of points a candidate has.
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Subjects offered for LCE	LCE	3 years	External test	Grade 9
Subjects offered for MCE	MCE	2 years	External test	Grade 11

*Students with 5 As in the Standard V Assessment Examination may be admitted directly to Form I after going through the standard admissions process.

MALAYSIA/SABAH—VOCATIONAL

Name of institution/school: Sandakan Specialist Trade Center
Location: Sandakan
Year founded: 1966
Type: Governmental

Previous names of school/institution:
Agency that maintains institution/sponsorship: State government
Academic year: January through mid-November with a two-week break in mid-April and end of August
Medium of instruction:
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Previous minimum requirement—completion of primary VI, but boys with secondary education preferred; present minimum requirement—successful completion of Form III, and 15-20 years old. Promising students with lower academic qualifications who perform satisfactorily on a specially prepared entrance test are occasionally admitted.
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Motor Vehicle Mechanics		2 years		
Motor Vehicle Mechanics (secondary level)		Part-time/5 hours weekly/Day Release	Past	
Metalwork (secondary level)		Part-time/5 hours weekly/Day Release		
Refrigeration & air conditioning, electrical installation, welding, blacksmithery, carpentry, engineering machinery, automotive mechanics.		3 years preparatory to undergoing a 12-18 month apprenticeship.	Present	

MALAYSIA—COMMERCIAL/OTHER

Name of institution/school: Specialist Teacher's Training Institute
Location: Kuala Lumpur
Year founded:
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Ministry of Education
Academic year: January through mid-November with a two-week break in mid-April and end of August
Medium of instruction: Bahasa Malaysia
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Minimum requirement MCE/SPM or its equivalent with at least a pass in Malay or English and two other credits
Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Home Science Teacher Education		2 years		
Commercial Science Teacher Education		2 years		
Arts and Crafts Teacher Education		2 years		
Audio-Visual Aids Teacher Vocation		2 years		

MALAYSIA/TECHNICAL/VOCATIONAL

Name of institution/school: Technical Teacher's Training College
Location: Kuala Lumpur
Year founded:
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Ministry of Education
Academic year: May through April in three terms
Medium of instruction: Malay
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment: 700
Admission requirements: Minimum requirement MCE/SPM or its equivalent with at least a pass in English or Malay and two other credits in appropriate subjects. Preference given to students with three-year secondary industrial arts course for the Industrial Arts Education program. Preference to graduates from Polytechnical commercial courses for Commercial Education program.
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Industrial Arts Education	Teacher's Certificate	2 years		
Trades/Vocational Education	Teacher's Certificate	3 years		
Commercial Education	Commercial Teacher's Certificate	2 years		

MALAYSIA—VOCATIONAL

Name of institution/school: Trade Teacher's Training College
Location: Alor Akar, Kuantan
Year founded: 1969
Type: Governmental

Previous names of school/institution:

Agency that maintains institution/sponsorship: Ministry of Education

Academic year: January through mid-November with a two-week break in mid-April and end of August

Medium of instruction: Bahasa Malaysia

Volumes in library:

Laboratory facilities:

Officer responsible for issuing student transcript/record:

Cooperation with other institutions:

Tuition:

Academic staff:

Student enrollment:

Admission requirements: Minimum requirement MCE/SPM or its equivalent with at least a pass in English or Malay and two other credits

Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Trade/Vocational Teacher Training	Diploma	3 Years		

General notes: Purpose of college is to train teachers of vocational or trade subjects in the secondary vocational schools.

MALAYSIA—TECHNICAL/COMMERCIAL

Name of institution/school: Tunku Abdul Rahman College

Location: Kuala Lumpur (classes held in several locations throughout the city)

Year founded: 1969

Type: Governmental

Previous names of school/institution:

Agency that maintains institution/sponsorship: MCA

Academic year: January through mid-November with a two-week break in mid-April and end of August

Medium of instruction:

Volumes in library:

Laboratory facilities:

Officer responsible for issuing student transcript/record:

Cooperation with other institutions:

Tuition:

Academic staff:

Student enrollment:

Admission requirements:

Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
School of Technology	Diploma			
School of Business Studies	Diploma			
School of Arts & Sciences		2 years	External exam	
School of Pre-University Studies	HSC			

General notes: A halfway house between school and university. School is predominantly Chinese.

MALAYSIA—TECHNICAL—COMMERCIAL

Name of institution/school: Ungku Omar Polytechnic (Politeknik Ungku Omar)
Location: Ipoh
Year founded: 1970
Type: Governmental
Previous names of school/institution: Polytechnic Institute (1969)
Agency that maintains institution/sponsorship: Ministry of Education
Academic year: January through mid-November with a two-week break in mid-April and end of August
Medium of instruction:
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: A satisfactory pass in the MCE/GCE/SPM/ or MCVE exams with appropriate credits in subjects relevant to a particular course
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Civil Technology	Diploma	2-2½ years including 12 weeks of practical experience in the field	Internal exam	
Electrical Technology	Diploma		Internal exam	
Mechanical Technology	Diploma		Internal exam	
Accountancy	Diploma	One year	Internal exam	
Business Studies	Diploma	Two years	Internal exam	
Welding				
Drafting				

General notes: Produces second level technicians. Offers a quasi-terminal technical, two-year course *after* lower secondary.

MALAYSIA—AGRICULTURE

Name of institution/school: University of Agriculture, Malaysia (Universiti Pertanian Malaysia)
Location: Serdang (Also a branch campus at Semengok, Sarawak)
Year founded: 1971
Type: Governmental
Previous names of school/institution: College of Agriculture
Agency that maintains institution/sponsorship: Ministry of Education
Academic year: June to April; two semesters of nineteen weeks each with one week as mid-semester vacation and five weeks between semesters
Medium of instruction: English and Bahasa Malaysia
Volumes in library: 50,000 volumes, subscribes to 2,500 periodicals
Laboratory facilities: Wide range of teaching and research facilities in all disciplines of agriculture, forestry, engineering, science and environmental studies, veterinary medicine, animal science, and fisheries.
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition: M $450 per year
Academic staff:
Student enrollment:
Admission requirements: (For diploma programs processed directly by the Universiti Pertanian Malaysia, not the Central Admissions Unit.) MCE/SPM or equivalent at Division I or II, with a pass in Bahasa Malaysia, and credits

in English and elementary mathematics. Applicants who also have credits in General Science I and II or a combination of chemistry and biology may be admitted at the second-year level.

Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Agriculture	Diploma	3 years		
Animal Science	Diploma	4 years		
Fisheries	Diploma	3 years		
Forestry	Diploma	3 years		
Home Technology	Diploma	3 years		
*Preliminary Course	—	1 year		

*This course caters to promising rural youth whose MCE/SPM results fall short of diploma course requirements.

General notes: Diploma programs prepare middle level agricultural technicians.

MALAYSIA—NURSING

Name of institution/school: University of Malaya (Universiti Malaya)

Location: Kuala Lumpur

Year founded: 1962

Type: Governmental

Previous names of school/institution: University of Malaya in Kuala Lumpur (1959)

Agency that maintains institution/sponsorship: Ministry of Education

Academic year: (Faculty of Medicine and Dentistry) June through August, September through November, December through March

Medium of instruction: 1977—still operating primarily in English, but changing over to Bahasa Malaysia

Volumes in library: 563,684 volumes, 8,295 periodicals subscribed to

Laboratory facilities: Medical and science labs; 758 teaching beds in the University Hospital

Officer responsible for issuing student transcript/record: Assistant Registrar, Examinations (sometimes the registrar)

Cooperation with other institutions:

Tuition:

Academic staff:

Student enrollment:

Admission requirements: (Subject to the approval of the dean concerned.) For diploma programs processed directly by the University of Malaya, not the Central Admissions Unit.

Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Nursing	Diploma			

MALAYSIA—TECHNICAL

Name of institution/school: University of Technology, Malaysia (Universiti Teknologi Malaysia) (UTM)

Location: Kuala Lumpur

Year founded: 1972

Type: Governmental

Previous names of school/institution: National Institute of Technology; Technical College of Kuala Lumpur

Agency that maintains institution/sponsorship: Ministry of Education

Academic year: June-March, two terms seventeen weeks and eighteen weeks, respectively, with a one-week break in mid-term

Medium of instruction: Bahasa Malaysia (English used for some subjects)

Volumes in library: 52,000 volumes, 2,400 periodicals subscribed to

Laboratory facilities: Advanced electronics, chemistry, concrete, central, electric machine, material testing, measurement, mechanics of machine, metrol, physics, soil, structure, thermodyn

Officer responsible for issuing student transcript/record: Dean of the faculty involved

Cooperation with other institutions:

Tuition: M $450 per year

Academic staff:

Student enrollment:

Admission requirements: Pass in SPM/MCE exam with grade II certificate and 5 credits including: (1) credit in Bahasa Malaysia; (2) pass in English language or specific English; (3) credit in Elementary Mathematics; (4) credit in General Science or any physical science or technical subject. (No more than 25 years of age) Processes its own applications and does not use the central admissions unit.

Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent
Students are given percentage grades for each subject at the end of the year.	60-100=A 54- 59=B 45- 53=C 35- 44=D

Degree/diploma offered:

Architecture	Diploma (& first degree)	3 years
Civil Engineering	Diploma (& first degree)	3 years
Electrical Engineering	Diploma (& first degree)	3 years
Mechanical Engineering	Diploma (& first degree)	3 years
Petroleum	Diploma (& first degree)	—
Urban & Regional Planning	Diploma (& first degree)	3 years
Property Management	Diploma (& first degree)	—
Land Surveying	Diploma (& first degree)	3 years
Quantity Surveying	Diploma (& first degree)	3 years

General notes: Also offers professional courses and preliminary courses for rural youth, evening courses and prediploma courses, plus courses for external exams. Produces high-level engineers and architects.

MALAYSIA/SABAH—VOCATIONAL

Name of institution/school: Vocational School

Location: Likas

Year founded: 1969

Type: Governmental

Previous names of school/institution:

Agency that maintains institution/sponsorship: External Aid Program of the New Zealand government (seed money) and the state government

Academic year: January through mid-November with a two-week break in mid-April and end of August

Medium of instruction:

Volumes in library:

Laboratory facilities:

Officer responsible for issuing student transcript/record:

Cooperation with other institutions:

Tuition:

Academic staff:

Student enrollment:

Admission requirements: Minimum requirement—successful completion of Form III, and 15-20 years old. Promising students with lower academic qualifications who perform satisfactorily on a specially prepared entrance test are occasionally admitted.

Degree requirements:

Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
		3 years preparatory to undergoing a 12-18 month apprenticeship		

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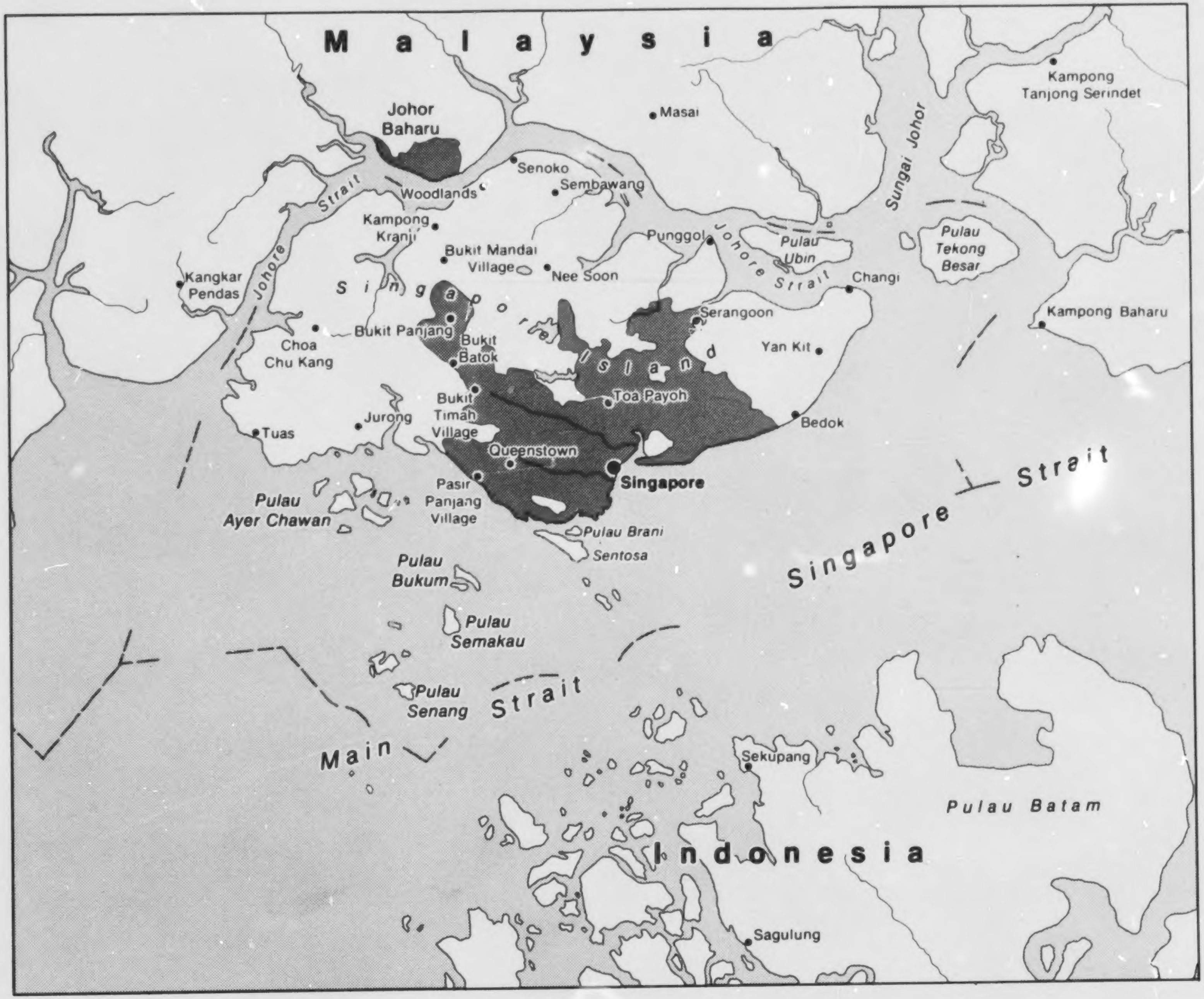
SINGAPORE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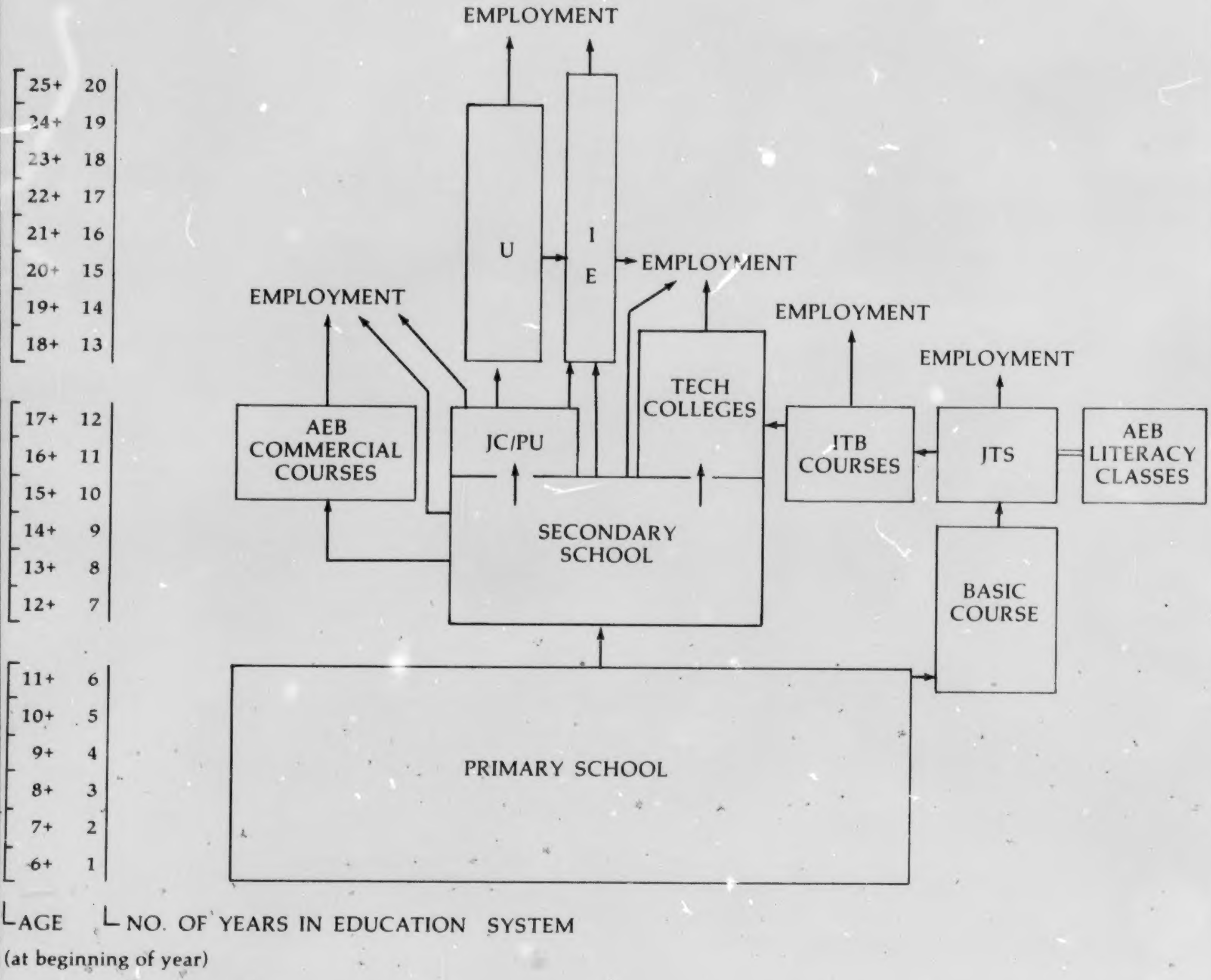
STRUCTURE OF THE SINGAPORE EDUCATION SYSTEM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JTS
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SECONDARY SCHOOL
BASIC COURSE
PRIMARY SCHOOL
AGE
NO. OF YEARS IN EDUCATION SYSTEM
(at beginning of year)

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SINGAPORE

INTRODUCTION

THE COUNTRY

The Republic of Singapore is a city-state located about 85 miles north of the Equator. It is separated from the southern tip of the Malay peninsula by the Johore Strait, a distance of approximately one-half mile. This channel is spanned by a road and rail causeway. The land mass of the city-state is comprised of Singapore Island, which has 210 square miles plus fifty other islets, totaling an additional sixteen square miles. The soil is not very fertile, and only about a quarter of the total area is devoted to agriculture.

The economy differs markedly from those of most Southeast Asian countries, which are based on the production of raw materials. Trade, finance, and industry, the major components of the economy, contribute to a gross national product second only to Japan and more than twice that of Malaysia.

Singapore is a parliamentary democracy modeled after that of the United Kingdom. The government consists of a head of state, a President with nominal powers, and a fully elected unicameral Parliament of fifty-eight members. The Parliamentary majority selects the Prime Minister and the Cabinet from its own ranks.

There are four official languages—Chinese, Bahasa Malaysia, Tamil, and English. Students are required to take a second language as part of their formal schooling. English is the major language in commerce and industry, secondary and tertiary education.

THE PEOPLE

The population is approximately 2,100,000 people, living in one of the most dense settlement patterns in the world—about 9,400 per square mile. Singapore has a multiethnic population. The Chinese constitute about 76 percent of that population, the Malays form another 15 percent, and the Indians about 7 percent. Within the Chinese community four or five major dialects are spoken—which are mutually incomprehensible. The Malay group is less diverse linguistically, but the Indians are very diverse in languages spoken. The literacy rate reported in 1976 was given as 77 percent.

THE EDUCATIONAL SYSTEM

The history of education in Singapore has many common strands with Malaysia. The ethnic religious and economic forces at work during the period of British rule helped shape its structure and content. Vernacular schools became an early element in the system and are present today at the elementary school level. Official policy toward vernacular schools in the Chinese and Tamil medium changed from time to time on the basis of the outlook of those officials in office. Official British policy consistently encouraged educating Malays in the medium of Bahasa Malaysia. Discouragement of instruction in Chinese and Tamil was supported occasionally in the belief that it would reinforce rather than break barriers between ethnic groups and encourage immigrants from those language areas to continue to relate to the countries of their ethnic origin as their homeland. In general, however, vernacular schools were a *cul-de-sac* that tended to restrict students' career opportunities to those that existed only within their respective communities. In the Malay and Tamil communities this meant that most students were destined to low-paying jobs on the estates or to common labor in the urban areas. To a somewhat lesser degree this was true of the Chinese community.

English-medium schools developed concurrently with the vernacular schools and were supported by religious groups and called "free" schools in contrast to other private schools which were aided by government and called grant-in-aid schools. The founder of Singapore, Sir Stamford Raffles, was closely connected with the establishment of a free school in Singapore in 1823. Not until 1837, however, did the school actually function.

A petition from a private group in 1904 for a medical school resulted in a government/private-sector-funded medical school in 1905. First named the Singapore Medical School, it was renamed the King Edward VII College of Medicine in 1912, following a contribution from the King Edward VII Memorial Fund.

Growing desire to provide higher education was provided an entrée in the search for an appropriate commemoration of the centennial of Raffle's founding of Singapore in 1819. The Maxwell Committee, appointed in 1918 to consider and report on a plan to commemorate the occasion, reported that the most suitable way to mark the centenary would be a plan to provide higher education for the people of Malaya and Singapore with a view to preparing the foundation upon which a university might ultimately be established.

The recommendation of the Maxwell Committee served as the basis for the establishment of Raffles College, which was opened officially in July 1929 following a funding drive that involved both the public and private sectors. The Maxwell Report also recommended the reorganization of the structure of the existing system of English education in the Straits Settlements and the Federated Malay States in order to prepare the English schools for the task of elementary and secondary education preparatory for the more-advanced work at the college.

On the eve of World War II, agreement in principle had been reached to fuse Raffles College and the King Edward VII College of Medicine into a university college as the first step toward establishment of a university. The plan was delayed during the war years by occupation of the territory by the Japanese; and by the time the war was over, there had occurred a considerable change in outlook on education which, among other shifts in plans, resulted in the omission of the university college stage of development of higher education and the direct establishment of the University of Malaya in 1949. The university was initially comprised of the Medical College and Raffles College, with arts, sciences, and medicine forming the first three faculties.

Rapid increases in the demand for higher education accompanied by a quickly evolving political climate in Singapore and Malaysia made it imperative that an autonomous university be established in the then Federation of Malay States. Thus, in 1959 a division of the University of Malaya was set up in Kuala Lumpur. Political developments again moved rapidly, and in 1960 the government of Malaya indicated its intention that the Kuala Lumpur Division become the University of Malaya in Kuala Lumpur. Concurrently, the government of Singapore indicated that the Singapore Division of the University of Malaya become the University of Singapore as of 1 January 1962.

Legal Basis

The constitution of Singapore states that provision of education is the responsibility of the central government. The Ministry of Education is responsible for planning and managing the educational system. For administrative purposes it has two major divisions, the General Education Department and the Technical Education Department.

Structure

The current structure of Singapore's educational system consists of optional kindergarten classes for two years; six years of primary school, which is not compulsory; and four years of secondary school, including academic, technical, or commercial training. Tertiary education offers academic and professional training in the two universities, teacher training at the Institute of Education, and advanced technical training at the Singapore Polytechnic and Ngee Ann Technical College.

The standard course in primary school leads to the Primary School Learning Certificate (PSLE). Students are admitted to secondary school on the basis of their PSLE results. Students in the secondary school general stream work toward the Singapore-Cambridge General Certificate of Education "Ordinary Level" (GCE "O" Level). Students who perform well on their GCE "O" Level examinations may proceed into the two-year preuniversity or junior college course which leads to the GCE "Advanced" (A) level examination.

Language of Instruction

There are four official languages in Singapore: Chinese, Malay, Tamil, and English. Parents may choose to send their elementary school children to schools having any of the four official languages as the main medium of instruction. There is an official policy requiring that at least two languages be taken. In Malay, Chinese, or Tamil medium schools, pupils learn their medium of instruction as a first language and usually choose English as their second language. Learning English is stressed as a practical necessity for participating in Singapore's technological and economic development.

Academic Year

The school year is divided into two semesters. The first semester runs January to May. There is a break during the month of June. The second semester runs July to November with the month of December as a year-end vacation. Each semester comprises two ten-week terms.

PRESCHOOL, ELEMENTARY, AND SECONDARY EDUCATION

PRIMARY EDUCATION

Education in Singapore is not compulsory, although it is so highly valued that nearly all school-age children are enrolled in primary and secondary schools.

Although a preprimary school of one or two years is available, most children begin their formal education at age 6. Primary education consists of grades 1 through 6, in the standard course, at the conclusion of which the Primary School Leaving Examination (PSLE) is administered.

Yearly promotion is not automatic. Those who are retained more than two years may continue their education in the basic course. Depending on the level at which the pupil has failed a third time, the course may last from one to four years (B1 to B4). At the end of the B4 stage comes the Junior Trainee Scheme (JTS), under which pupils are placed in employment for training on the job.

In an effort to encourage ethnic integration, the government sponsors four streams of education at the primary level in the media of English, Chinese, Malay, and Tamil. The basic aim of primary education is to provide fundamental literary skills in two languages. Since white-collar jobs are dominated by those conversant in English, schools using the medium of English attract the largest proportion of student enrollments. For example, in 1959 slightly more than one-half of school enrollees were receiving instruction in English. By 1975, however, the proportion had risen to almost 70 percent. Only about one-third of all Chinese students were enrolled in Chinese stream, and the Malay and Tamil streams currently provide essentially a symbolic presence.

SECONDARY EDUCATION

Students who pass the PSLE are eligible for admission to secondary school. Secondary education consists of two years of lower secondary plus two years of upper secondary for a total of four years beyond the six-year primary school. Promotion is not automatic, and students must complete the ten years of primary and secondary education within a maximum of twelve years or they will be considered "overage" and be channeled into the vocational stream. Students who complete secondary school successfully may sit for the Singapore-Cambridge Certificate of Education at the "Ordinary" level (GCE "O" level). Because of a shortage of teachers and lack of facilities, nearly all secondary schools operate on a two-session day. Students attend either of the sessions for two semesters consisting of ten weeks each during the January to November school year. Most classes contain the maximum allowable forty-two students. Seven subjects are the typical academic load each semester, but some students may enroll for eight. Classes are held for thirty-five to forty minutes each, with English as the medium of instruction. Bilingualism is a high priority, however, and all students are expected to be proficient in a second language.

Lower Secondary

Lower secondary students follow a common two-year curriculum except that girls are allowed to take either home economics or workshop practice. The subjects thus include the first and second languages, literature, mathematics, science, history and geography, civics, arts and crafts, music, technical subjects or home economics, and physical education. Upon completing lower secondary school, some students may enroll in technical, commercial, or vocational schools. There is an overwhelming preference for an academic education, however, and in 1974 for example, more than 98 percent of the workers who had finished secondary school had taken an academic course.

Upper Secondary

Upper secondary students must offer five compulsory examination subjects and four nonexamination subjects. In addition, they may offer up to a maximum of three electives, depending upon aptitude and individual preference.

Compulsory examination subjects include the first and second languages; mathematics; one science subject; and literature, history, or geography. Compulsory nonexamination subjects include civics/current affairs, physical education, weekly assembly talks, and music appreciation. There are more than twenty elective examination subjects in the four groups of the arts, science, commerce, and technical areas.

Singapore-Cambridge General Certificate of Education "O" Level

Students who qualify on the basis of their GCE "O" level examinations may enter a two-year preuniversity center or a junior college. To meet basic requirements, a student must have an aggregate score of not more than 20 points in the best five relevant subjects, that is, in the first language, three subjects relevant to the course, and a fifth subject which may include extracurricular activities (ECA). Pupils whose aggregate is more than 20 may also qualify, however, provided that they score distinctions in their first and second languages and at least credits in two other subjects. In 1979 the minimum language requirement for entry is a grade 6 for the first language and a grade 8 for the second language. In 1980 the minimum grade for the second language will be 7. It should be pointed out that entry into a preuniversity center or junior college is highly competitive and a student must have well above the minimum requirements listed above to have a realistic chance of gaining a seat. To gain admission to Temasek Junior College in 1978, for example, a student must have had an aggregate score of no more than 12 on the five "O" level subjects. Only 13 to 14 percent of students entering primary school gain entry into preuniversity centers or junior colleges.

Students who complete the "O" level GCE and who do not enter a junior college or preuniversity center may seek admission to a technical college, the Singapore Polytechnic, or an industrial training institution, or they may seek employment. Students who fail in GCE "O" levels may repeat the examinations as *private candidates* or seek employment.

The grading scheme for the GCE "O" level examinations is as follows:

GRADE		REMARKS	
Numerical	Alphabetical		
1 2	A	GCE "O" Level Pass	Equivalent to "Distinction" in School Certificate (SC)
3 4	B		Equivalent to "Credit" in SC
5 6	C		
7	D	Below GCE "O" Level Pass	Equivalent to "Pass" in SC
8	E		
9	Ungrade	Not recorded on Certificate	Equivalent to "Fail" in SC

Junior Colleges and Preuniversity Centers

Students who gain admission to a preuniversity course may take their studies in either a preuniversity center (PUC) or a junior college (JC). Preuniversity centers are integrated within secondary schools while JCs function separately on a lecture, tutorial system designed to bridge the gap between school and university. At present there are seven JCs: Catholic Junior College, Anglo-Chinese JC, National JC, Temasek JC, St. Andrews JC, Nanyong JC, and Kuwchung JC. It is planned to expand to ten junior colleges and to phase out preuniversity centers.

Admissions officers are cautioned not to equate those junior colleges representing the eleventh and twelfth years of schooling with postsecondary junior and community colleges in the United States.

Singapore-Cambridge General Certificate of Education "Advanced Level"

Students enrolled in a preuniversity course study for two years in preparation for the Singapore-Cambridge General Certificate of Education at the "Advanced" level (GCE "A" level). The grading scheme for the GCE "A" level examination is as follows:

GRADE	REMARKS	
A B C D E	GCE "A" Level Pass	Equivalent to Prinicipal Level Pass at Higher School Certificate (HSC)
O	"Fail" at A Level but a concessionary pass at "O" Level	Equivalent to "Subsidiary" Level Pass at HSC

Students are admitted to either Singapore University, Nanyang University, or the Institute of Education on the basis of GCE "A" level results. As with admission to preuniversity courses, competition for seats is keen. The minimum requirements for university admission are at least two subjects passed in one sitting at the advanced level. The General Paper must be offered, and a pass in it is desirable but may be waived if other subjects are passed well. Candidates offering the GCE in the medium of Chinese or Malay must, in addition to two "A" level passes, offer a pass in oral English as well as an "O" level pass in English. There are, of course, minimum requirements, and the universities select only about 30 percent of the applicants who meet them.

Preuniversity Curriculum

Students in preuniversity courses are grouped in three streams—arts, science, and commercial—depending on test scores and personal preference. Subjects in the arts stream include literature, economics, history, geography, mathematics, biology, art, and a second language. The science stream includes mathematics, biology, physical science, physics, chemistry, pure and applied mathematics, and economics. The commercial stream comprises economics, mathematics, principles of management and economic structure and organization, office administration, stenography, commercial law, and principles of accounting.

The large numbers of students who either do not qualify for university admission or who are unable to gain a seat may seek admission to the Institute of Education, employment, admission to a university outside the country, or they may repeat the GCE "A" level examinations as private candidates.

All male Singaporean citizens are expected to enter the National Service at age 18 and therefore must delay their entry into university studies for 2 to 2½ years after completion of their preuniversity studies.

HIGHER EDUCATION

The history of higher education in Singapore dates back to the early part of this century. The outline of the history of the universities below describes graphically the needs of the country, the struggles of the schools, and the gradual broadening of curriculum and expansion of purpose of the institutions of higher education.

UNIVERSITY GOVERNANCE

The chief executive officer of the university is the vice-chancellor. The vice-chancellor serves on both governing bodies of the university, the Council and the Senate.

The Council is the supreme governing body of the university. It is composed of the vice-chancellor, six members appointed by the government, two elected by and from the Senate, three members from the university at large, and seven people prominent in education, industry, commerce, or culture appointed by the outgoing council.

The Senate is the academic body of the university and is responsible for instruction, research, examinations, degrees, diplomas, and certificates. Membership consists of the vice-chancellor, deputy vice-chancellor, deans, professors, vice-deans, department heads, and one full-time member of the teaching staff from each faculty.

THE UNIVERSITY OF SINGAPORE

The history of the University of Singapore dates from 1905, when the Singapore Medical School was established. In 1912 the school was renamed King Edward the VII Medical School. In 1919 a college of arts and sciences was established called Raffles College. The two schools merged in 1949, and the new institution was called the University of Malaya. As an effort to expand higher education, a division of the University of Malaya was established at Kuala Lumpur, Malaysia. The governments of the Federation of Malaya and of Singapore decided that the two divisions of the university should become separate and equal national universities of the territories in which they were situated. So in 1962 the Singapore campus became the University of Singapore while the campus in Kuala Lumpur kept the name University of Malaya.

Manpower needs of the country directly influence the planning, expansion, and curriculum development of the universities. Projections of training needs are made by type of job, and university spaces and curriculum are made available according to those projections. Funding from the government is directly related to the need projections. When a need is met, funding for that curriculum will be automatically phased out. While the forecasting is not an exact science, it does allow university administrators to plan for both facilities and faculty.

The new campus of the University of Singapore is located in Kent Ridge in the western region of the island of Singapore. All divisions of the university are expected to be located on this new campus site by 1985. The 1978-79 enrollment was 6,561, and projections to 1985 indicate that the campus will remain approximately the same size though enrollment between faculties will vary. The university operates on a two-term calendar from July to March, and instruction is in English.

Selection to Admission and Admission Requirements

Candidates for admission to both Nanyang University and the University of Singapore are selected by a joint committee. All deans of all the faculties serve on the selection committee. There is space for fewer than 50 percent of the candidates who are qualified for the applicant pool.

At the University of Singapore, the Singapore-Cambridge GCE Advanced (A) level examinations, or its equivalent, is used as the entrance examination. As a minimum requirement for consideration for admission, students must have two "A" level passes plus the General Paper in any of the examinations taken. The General Paper must be presented, but a pass may be waived in special cases. Students taking the GCE "A" levels in any medium other than English must also pass oral English and pass the written "A" level English examination at least at the ordinary level.

Entrance to specific faculties, such as medicine and dentistry, require passes in more "A" level examinations or passes in specific courses for entrance. If the information is needed in detail, one may consult the University of Singapore Statutes, Acts, and Regulations.

Male students entering the universities in Singapore will be on the average two years older than their female counterparts because two years of National Service is required of all male citizens of Singapore at age 18.

Admission to graduate-level programs requires an honors degree where appropriate and merit classification of at least second-class honors (see below).

Degree Classifications

At the University of Singapore, general honors degrees in some programs may be awarded, with the following merit classifications:

First-class honors:	usually awarded to fewer than 5 percent of the class
Second-class honors (upper or lower division):	75-80 percent of the students receive second-class honors
Third-class honors:	10 to 15 percent of the students receive these classifications
Pass	

The classifications are based primarily on the combined results of the second- and third-year examinations for three-year general degrees. Courses leading to the L.L.B., B.Eng., B.Sc. (Building or Estate Management) and most honor degrees require a total of four years of study and are classified as above. Only students who excel in the general degree course may be selected to pursue the honors degree course.

Faculties, Colleges, Departments, and Centers

Faculty of Architecture and Building (1969)

Departments and schools: architecture, building and estate management, building science

Degrees offered: B.Sc. (Building) 4 years; B.Sc. (Estate Management) 4 years; B.Arch 4½ years; M.Arch. 1 year (thesis); M.Sc. (Building); M.Sc. (Estate Management) 1 year; M.A. (Urban Planning) 2 years (course work and examination or thesis); Ph.D. 2 years (thesis)

Faculty of Arts and Social Science (1928)

Departments: Chinese studies, Malay studies, political science, English languages and literature, geography, history, philosophy, social work, sociology, economics, and statistics

Degrees offered: B.A. 3 years; B.A. Hons. 4 years; M.A. 1 year (thesis); M.Soc.Sci. 1 year (thesis or course work and thesis); B.Soc.Sci. 3 years; B.Soc.-Sci. Hons. 4 years; Ph.D. 2 years (thesis). Until 1949 a Diploma in Arts was offered at Raffles College.

Faculty of Dentistry (1935), became separate faculty in 1966; formerly part of the Faculty of Medicine

Departments: operative dentistry, oral surgery, prosthetic dentistry

School of Postgraduate Dental Studies (1970)

Degrees offered: B.D.Surg. 4 years; M.D.S. (by examination, open to graduates with registrable dental qualifications for 3 years); Ph.D. 2 years (thesis)

Faculty of Engineering (1964; faculty status, 1969)

Departments: civil, electrical, industrial and systems, mechanical and production engineering

Degrees offered: B.Eng. 4 years; M.Eng. 1 year (thesis); M.Sc. (Industrial) 2 years (course work and examination, optional thesis); M.Sc. (Construction) 2 years (course work and examination, optional thesis); Ph.D. 3 years (thesis)

Faculty of Law

Degrees offered: L.L.B. 4 years (part-time 6); L.L.M. 1 year; Ph.D. 2 years (thesis); Certificate in International Law and Relations or in Legal Education

Faculty of Medicine and Surgery (1905)

Departments: anaesthesia, anatomy, biochemistry, medicine, microbiology, obstetrics and gynecology, pediatrics, pathology, pharmacology, physiology, orthopoedic surgery, social medicine and public health, surgery

School of Post-Graduate Medical Studies (1961)

Degrees offered: M.B.B.S. 5 years; M.Sc. (Public Health) 1 year (course work, examination, and thesis); M.Sc. (Occupational Medicine) 1 year (course work, examination, and thesis); M.D. 2 years (1 year after M.B.B.S., thesis); D.Surg. 2 years (from 1 year after M.B.B.S., thesis); M.Med. by examination, open to graduates with registrable medical qualifications for 3 years (anaesthesia, pediatrics, internal medicine) and 4 years (surgery, ob-gyn); Ph.D. 2 years (thesis). Until 1949 King Edward VII Medical College offered a L.M.S. (Licentiate in Medicine and Surgery) and a L.D.S. (Licentiate in Dental Surgery)

Faculty of Science (1928)

Departments: chemical engineering, mathematics, botany, chemistry, physics, zoology, pharmacy

Degrees offered: B.Sc. 3 years; B.Sc. Hons. 4 years; B.Sc. (Chemical Engineering) 4 years; B.Sc. (Pharmacy) 3 years; B.Sc. Hons. (Pharmacy) 4 years; M.Sc. 1 year (thesis or course work and thesis); M.Sc. (Pharmacy) 1 year (by thesis); Ph.D. 2 years (thesis). Until 1949 a Diploma in Science was offered at Raffles College.

School of Accountancy and Business (1967)

Departments: accountancy, business administration

Degrees offered: B.Acc. 3 years (part-time 6); B.B.A. 3 years; B.B.A. Hons. 4 years; M.B.A. 1 year (course work, examination, and thesis); Postgraduate Diploma 2 years

Faculty of Education (closed in December 1971; students are directed to the Teacher Training College)

Degrees offered: M.Ed. 1 year (offered at Singapore Institute of Education; course work, examination, and thesis; open to graduates with 1 year postgraduate diploma in education and 2 years experience); Ph.D. 2 years; Postgraduate Diploma (Education) 1 year

A Masters of Arts degree in Applied Linguistics is offered by the University of Singapore after completion of an approved course of study for the Diploma in Applied Linguistics at the Regional English Language Center in Singapore.

NANYANG UNIVERSITY

In 1953, in an effort to meet a growing need for university education for students from Chinese secondary schools in Singapore, Malaysia, and neighboring countries, a group of business and industrial leaders donated money and land to establish a new university. The first students enrolled at Nanyang (Southseas) University in 1956, and in 1959 the Nanyang University Ordinance was established. In 1964 the Singapore government agreed to finance the university in the same manner that it financed the University of Singapore, changing the university from private to public status. A major change in the curriculum occurred in 1966 when the original four-year degree structure was replaced by the three-year general degree with one year of additional study for the honors course. In 1968 the government accorded recognition to the degrees conferred there.

The university has expanded its enrollment to include students from all races. The medium of instruction was originally Chinese but changed to English in 1975. The 500-acre campus is located in the northwest part of Singapore, and the university had an enrollment in 1977-78 of 2,130.

In 1978-79 the University of Singapore and Nanyang University began a joint degree program. Students admitted to this program are studying at the old campus of the University of Singapore, and the first joint degrees will be conferred in 1981. The diploma awarded will read "University of Singapore-Nanyang University Bachelor of...." Plans for how long the joint degree program will continue have not been announced.

Admission Requirements

The Nanyang University, often referred to as Nantah, requires the following minimum achievements to be considered for admission.

1. Ordinary level passes referred to as "O" level passes at the "A" level examination.
2. Singapore-Cambridge General Certificate of Education, "Advanced" level, or an appropriate substitute taken all at one sitting and conducted by the Ministry of Education, Singapore.
    a. Two "A" levels or one "A" level and two "O" levels plus a pass in the General Paper or Chinese (General Paper) *or*
    b. Two "A" levels and one "O" level

Specific departments may have special requirements of passes in particular subject areas for admission.

Admission to advanced degree programs requires an honors degree. Applicants from universities that do not offer honors programs must take a qualifying examination.

Grading System and Degree Classifications

The grading scale used at Nanyang is as follows:

90% or above	Distinction
80-89	A = Very good
70-79	B = Good
60-69	C = Pass
50-59	D = Redeemable failure
below 50	E = Bad failure

Honors may be awarded for the B.A., B.Sc., and B.Comm. at the following levels: first-class honors, second-class honors (upper division), second-class honors (lower division), and third-class honors.

Faculties, Colleges, Departments, and Centers

Faculty of Arts (1956)

Departments: Chinese language and literature, history, geography, mass communication, government and public administration, psychology, sociology, Southeast Asian studies

Degrees offered: B.A. 3 years; B.A. Hons. 4 years; M.A. 1 year (courses, examination, and thesis or thesis only); Ph.D. minimum 2 years research and dissertation)

Faculty of Commerce (1956)

Departments: accountancy, banking and finance, economics, statistics, and business management

Degrees offered: B.Comm. 3 years; B.Comm. Hons. 4 years; M.Comm. 1 year (courses, examination, and thesis or thesis only); Ph.D. 2-5 years; Diploma in Business Administration for Arts and Science graduates

Faculty of Science (1956)

Departments: chemistry, biology, mathematics, physics, computer science

Degrees offered: B.Sc. 3 years; B.Sc. Hons. 4 years; M.Sc. 1 year (courses, examination, and thesis or thesis only); Ph.D. 2-5 years (courses, examination, and dissertation)

College of Graduate Studies (1970)

Institute of Economics and Business Studies
Institute of Humanities and Social Science
Institute of Mathematics and Computer Science
Institute of Natural Science

Department of Education (closed in 1971), students are referred to the Institute of Education (formerly Teachers' Training College).

UNIVERSITY DEGREES IN SINGAPORE

		Years
B.A.	Bachelor of Arts	3
B.A. Hons.	Bachelor of Arts with Honors	4
B.Arch.	Bachelor of Architecture	4½
B.Sc. (Building)	Bachelor of Science in Building	4
B.Sc. (Estate Management)	Bachelor of Science in Estate Management	4
B.D.Surg.	Bachelor of Dental Surgery	5
B.Eng.	Bachelor of Engineering	4
B.Sc. (Chem. Eng.)	Bachelor of Science in Chemical Engineering	4
L.L.B.	Bachelor of Law	4

		Years
M.B.B.S.	Bachelor of Medicine and Bachelor of Surgery	5
B.Sc.	Bachelor of Science	3
B.Sc. Hons.	Bachelor of Science with Honors	4
B.Soc.Sci.	Bachelor of Social Science	3
B.Soc.Sci. Hons.	Bachelor of Social Science with Honors	4
B.Acc.	Bachelor of Accounting	3
B.B.A.	Bachelor of Business Administration	3
B.B.A. Hons.	Bachelor of Business Administration with Honors	4
B.Sc. (Pharmacy)	Bachelor of Science in Pharmacy	3
B.Sc. (Pharmacy) Hons.	Bachelor of Science in Pharmacy with Honors	4
B.Comm.	Bachelor of Commerce	3
B.Comm. Hons.	Bachelor of Commerce with Honors	4
M.Arch.	Master of Architecture	1
M.Sc. (Building)	Master of Science in Building	1
M.Sc. (Estate Management)	Master of Science in Estate Management	1
M.A. (Urban Planning)	Master of Science in Urban Planning	2
M.A.	Master of Arts	1
M.Ds.	Master of Dental Science	exam
M.Ed.	Master of Education	1
M.Eng.	Master of Engineering	1
M.Sc. (Industrial Engineering)	Master of Science in Industrial Engineering	2
M.Sc. (Construction Engineering)	Master of Science in Construction Engineering	2
L.L.M.	Master of Law	1
M.Med.	Master of Medicine	exam
M.Sc. (Public Health)	Master of Science in Public Health	1
M.Sc. (Occupational Medicine)	Master of Science in Occupational Medicine	1
M.Sc.	Master of Science	1
M.Soc.Sci.	Master of Social Science	1
M.B.A.	Master of Business Administration	1
M.Sc.Pharm.	Master of Science in Pharmacy	1
M.Comm.	Master of Commerce	1
Ph.D.	Doctor of Philosophy	2-5

Honorary Degrees:

M.D.	Doctor of Medicine*
D.Surg.	Doctor of Surgery*
D.Litt.	Doctor of Literature**
L.L.D.	Doctor of Law**
D.Sc.	Doctor of Science**
D.D.S.	Doctor of Dental Science—candidate must have M.D.S. and have B.D.S. of 3 years standing; by thesis

*2 years minimum after M.B.B.S.; by thesis
**awarded on published work 5 years after a Ph.D.

TEACHER TRAINING

During the early development stages of teacher training in Singapore, the systems were highly dependent on British teachers in British private schools and European missionaries in church-related schools. Indigenous teachers were virtually untrained, and the program of teacher education unplanned. Older students assisted teachers with discipline and instruction of lower classes. This served as the period of apprenticeship and was the limit of available teacher training.

In 1938 a one-year in-service training program was established for the English stream. No training was available for teachers of non-English streams at that time. During the following decade requirements and available training for different languages streams were quite diverse. Artificial classifications were established with fewer programs and greater requirements for certification of teachers of non-English streams.

The Teachers' Training College (TTC) was established in Singapore in 1950, offering a two-year program for secondary teachers and a three-year in-service program for primary teachers. Enrollment in elementary and secondary schools mushroomed during the decade of the 1950s and brought a variety of problems. Capacity to train teachers was often inadequate, programs and requirements varied, non-English streams were neglected, and untrained teachers outnumbered those receiving any formal training.

During the 1960s efforts were made to meet the needs of the growing school population. Teacher training became a part-time program. Teachers began employment after completion of secondary studies and gained training in methodology through in-service programs. An effort was made to offer equal training for teachers of English, Chinese, Malay, and Tamil streams. This crash program was characterized by inadequate staff, weak standards, and poor supervision of practice teaching. Yet it served the purpose of creating a large number of available teachers in a relatively short period of time.

Contemporary Status

In April of 1973 the Institute of Education supplanted the previous Teachers' Training College and became the sole institution responsible for the training of all teachers from preprimary to preuniversity. In addition, the institute is involved in education research and conducts most of the in-service training programs. The present major concerns are to meet the demand created by the shortage of teachers and to upgrade the quality of training being offered.

Teacher trainees begin teaching a two-thirds course load in the public schools two weeks after starting their training program. The two-session-a-day programs of the school system enables the trainee to teach during one of the half-day sessions and to attend the training program on a part-time basis during the other half.

Since the Singapore school program offers parents a choice of English, Chinese, Tamil, or Malay as the medium of instruction for their children, teachers are trained for each language stream. However, the demand for teachers in non-English streams is extremely limited. English is the medium of instruction of the Institute of Education.

Training Courses

The Institute of Education offers training courses leading to (1) the Certificate in Education "O" Level—Preprimary and Lower Primary Program; (2) the Certificate in Education "O" Level—Primary Program; (3) the Certificate in Education "A" Level; (4) the Advanced Certificate in Education; (5) and the Diploma in Education as well as programs leading to masters' and doctors' degrees and in-service training programs.

Certificate in Education "O" Level (Preprimary and Lower Primary). This three-year program leads to the certificate for teachers of preschool programs and primary 1 through 3. Applicants must have good passes at the GCE "O" Levels in at least five subjects which must include English language. Thus, applicants will have successfully completed the tenth year of school and must be at least 17 years of age. Sixteen and one-half credits of sixty hours each (equivalent to 66 semester credit hours in the U.S. system), including both subject matter courses and instruction in methodology and professional development, are required for completion of this certificate.

Certificate in Education "O" Level (Primary). This is also a three-year program requiring 16½ credits of sixty hours each (equivalent to 66 semester credit hours in the U.S. system). Five passes at the GCE "O" Level (grade 10), including English and mathematics, are required for consideration for admission. Professional and academic training is aimed at preparing holders of this certificate to teach in the primary levels.

Certificate in Education "A" Level. Applicants for this program must have completed the preuniversity program (equivalent to grade 12, U.S. system) and obtained passes on two "A" level subjects and two "O" level subjects at the same "A" level examination. Passes should be in the relevant subject areas. This course, offered as a three-year course, also requires 16½ credits of sixty hours each. Holders of the Certificate of Education, Level "A," are eligible to teach in primary or lower secondary (the first eight years of the school system).

Advanced Certificate in Education. This course covers four semesters of study and requires completion of 8 credits of sixty hours each (equivalent to 32 semester credit hours). Training received in this program aims at upgrading the professional qualifications of holders of previously listed certificates. Applicants must have completed the GCE "A" or its equivalent (grade 12) and three to five years of teaching experience, or a GCE "O" level with eight to ten years experience.

Diploma in Education. The Diploma in Education course covers one year of full-time study or one and a half years of part-time study and requires 8½ credits of sixty hours each (equivalent to 33 semester credit hours, U.S. system). Courses are offered through the Institute of Education, but the diploma is awarded by the University of Singapore. The Diploma in Education program is open to holders of university degrees who intend to make teaching their career. Applicants must have completed two major subjects acceptable for teaching. Those who have successfully completed the Diploma in Education course are eligible to teach upper secondary (grades 9 and 10) and at preuniversity centers or junior colleges (grades 11 and 12).

Postgraduate Courses in Education. The Institute of Education offers courses leading to the Master of Education and Doctor of Philosophy degrees to be conferred by the University of Singapore. Applicants for the M.Ed. program must have completed the bachelor's degree, received the Diploma in Education, and provide evidence of two years of teaching experience. Students who have completed the M.Ed. program may continue to the Ph.D. program with the university's approval. Applicants for the Ph.D. who come from institutions other than the University of Singapore must have received a master's degree acceptable to the University of Singapore.

In-Service Training. A great variety of in-service training courses are offered by the Institute of Education. The programs differ in length and are related to professional development and subject area improvement, including such diverse topics as curriculum, teaching methods, teaching of art and music, training in physical education, and related subjects. In-service training courses are not related to certificates, diplomas, or degrees.

Admission Procedures

In addition to the requirements listed above, to qualify for consideration for each of the programs of the Institute of Education, each applicant must face a screening process that determines the most qualified. This process includes a short listing of eligibles based on highest academic achievement; a written and oral language proficiency test; and an interview before a selection committee made up of representatives of the Public Service Commission, the Ministry of Education, and the Institute of Education. The screening process and withdrawals normally reduce the numbers of acceptable applicants to approximately one-third of the original group.

Curriculum

Each of the teacher-training programs offered by the Institute of Education has a distinct curriculum and is intended to prepare the teacher to be proficient in two or more subject areas. In addition to subject matter courses, each program includes pedagogical studies related to teaching methods, curriculum, and pupil development. Teaching English as a second language is emphasized in all programs. Enrichment courses are also included in each curriculum.

Until recently, the student teacher was called a cadet, but the term has now been changed to "teacher trainee." Teacher trainees begin their program with a two-week course, Introduction to Teaching, which is an orientation to classroom procedures. The half-day session of teaching in the public schools offers practical experience. Each teacher trainee has a teaching supervisor from the Institute of Education and a mentor from the experienced teaching staff of the public school. However, there is no immediate supervision in the classroom. The aim of the institute is to meet the demand for classroom teachers in areas most needed while concurrently offering training courses in methodology and subject content.

TECHNICAL/VOCATIONAL TRAINING

To overcome the manpower shortages of a rapidly industrializing nation, Singapore began restructuring its educational program in the 1960s. Additional emphasis was placed on turning out secondary graduates with not only some academic background but also possessing skilled technician or middle- and high-level technical skills. As part of this restructuring, the Ministry of Education itself split into a General Education Department and a Technical Education Department. This newly created Technical Education Department was charged to oversee all technical and vocational education below the degree and professional diploma level.

The secondary education program was reorganized with students receiving tutelage not only in academic subjects but also being exposed to more technical subjects and workshop practice. At present students in Secondary I and II take technical subjects and workshop practice in addition to academics, and students in Secondary III and IV are streamed into either arts, science, technical, or commercial biased tracks (the latter offered on a very limited basis), all capable of preparing the student to sit for the Singapore-Cambridge GCE "O" level examinations. At the end of Secondary IV students may enter one of the two technical colleges or the Technical Institute, based on their "O" level results.

In response to severe shortages of skilled technicians and persons with middle- and high-level technical skills, the government established the Industrial Training Board (ITB) in 1973. The purpose of this board is to promote technical training at all levels. At present twelve ITB institutes, including the Singapore Technical Institute, are in operation, graduating students in roughly forty trade areas.

Students with a technical orientation follow the same general pattern of education as do those with an academic orientation over the first eight years of schooling. During Secondary I and II all students follow a broad-based, general education program with additional grounding in technical subjects. All boys and half of the girls take technical drawing, metalwork, woodwork, and basic electricity. Girls not opting for the technical subjects take domestic science.

After the first two years of secondary education and based on the student's performance on aptitude tests and in workshop practice and related subjects, he/she may advance to either a commercially biased, technically biased, or academic stream for the remaining two years of work—Secondary III and IV. Students may also leave to join a vocational institute.

Technical and vocational training is also available to adults. The Adult Education Board has a variety of pre-vocational, vocational, technical, and commercial offerings. Jointly, the ITB and Adult Education Board run a day release program for vocational prep class students, and two daytime commercial education classes.

CERTIFICATES AND DIPLOMAS

National Trade Certificate—Grades 1, 2, and 3

NTC grade 3 is a basic grade. The elementary standard of skill and knowledge of a trade is usually attained by an apprentice in his first or second year of training. NTC grade 2, an intermediate grade, is received by students with the standard of a fully trained and competent craftsman. NTC grade 1 is awarded only to persons with the standard of an expert craftsman attained only after several years of experience and perfection.

Artisan Certificate

Courses leading to the Artisan Certificate are conducted in certain trade areas that vary from time to time according to need. They are designed to provide training for primary school leavers, under the Junior Trainee Scheme in skills not requiring broader theoretical understanding. Courses range from six months full-time to one year part-time.

Singapore-Cambridge General Certificate of Education—"Ordinary Level"

The GCE, "O" level, is awarded upon completion of a Secondary IV in either the arts, science, commercial, or technical stream.

Industrial Technician Certificate

The ITC is awarded upon completion of a two-year, full-time program in a technical area following the Trade Certificate or the GCE "O" level certificate, offered by certain of the vocational institutes and the Singapore Polytechnic.

Technical Diploma

The Technical Diploma is awarded upon completion of a three-year, full-time course of study in a technician-level program after receipt of the GCE "O" level certificate with at least three passes. It is offered at the Singapore Polytechnic and Ngee Ann Technical College.

TECHNICAL EDUCATION

Secondary Technical Education

The Secondary III and IV technical streams follow the same two-term academic year as other secondary streams. The technical stream also has two sessions per day, and if the first medium of instruction is not English, students must take English as their second language subject.

Students follow uniform syllabuses and sit for a common examination after Secondary IV—the Singapore-Cambridge General Certificate of Education "O" levels—which offers technical subjects. Students are required to fulfill the same general conditions to receive the GCE "O" level certificate as academic stream students, the only difference being that they elect to sit for technical or more technically oriented subjects. Please refer back to the section on primary/secondary education for information on the Singapore-Cambridge GCE.

Secondary III and IV technical schools provide a combined academic and technically biased program with emphasis on science and mathematics to meet the requirements of an industrializing society. Common curricula and syllabuses are used by students in the different language sections. To insure that course offerings are equal in the several technical schools, the Ministry of Education provides one inspector of technical education to continually give review to the schools.

The sample curriculum listed below is taken from a study prepared for the Asian Center of Educational Innovation for Development by Ruth H. K. Wong, titled *Educational Innovation in Singapore*, and from the pamphlet *Secondary Education in Singapore*, prepared by the Singapore Ministry of Education.

SECONDARY 3 AND 4 CURRICULUM
FOR TECHNICAL STUDENTS

Subjects	Period Per Week	Notes
A. Compulsory examination subjects	26	
1. First language		Each period is 35-40 minutes duration
2. Second language		
3. Technical drawing		
4. Elementary mathematics		
5. Physical science		
B. Compulsory nonexamination subjects		
1. Civics/current affairs	2	
2. Physical education	2	
3. Assembly talks	1	
4. Musical appreciation/singing	1	
C. Elective examination subjects—choose two	9	
1. Additional mathematics		Special approval is given to an able student to carry 3 electives. Not more than 2 science subjects are to be taken. No 2 may be taken with No. 4 or No. 5. One only of Nos. 6, 7, and 8 may be taken.
2. Physical science		
3. Engineering science		
4. Physics		
5. Chemistry		
6. Woodwork		
7. Metalwork		
8. Basic electricity and electronics		
9. Literature/history/geography		
Total	41	

Students are mandated to sit for five subject areas (group A) and may choose an additional two (group C) when taking the Singapore-Cambridge GCE "O" level exam. This does not leave the student a lot of choice in his/her curriculum planning, especially when one considers that elective examination subjects are further limited by their availability at a particular secondary technical school.

In terms of the examination subjects, the technically biased curriculum is strictly technical in nature in that it offers no opportunity for the student to take subjects in the arts or humanities.

A typical selection of technical stream examination subjects is listed below.

First language**
Second language**
Technical drawing
Physical science
Elementary mathematics
Additional mathematics
Basic electricity and electronics

**One of which must be English language.

Chinese schools are particularly strong in mathematics and science. Secondary III and IV technical students spend at least 3½ hours per week in elementary mathematics classes (arts and science students are required to take this same level of elementary mathematics). In addition, many take another three hours per week in additional mathematics. If these same students take the mathematics and additional mathematics subject exams on the GCE and receive credit (grade 6 or above) in each, we can assume that their mathematics background is comparable to or above a U.S. high school graduate with two to three years of college preparatory mathematics.

The technical student's performance on the Singapore-Cambridge "O" level examination determines which (if any) level of education he/she will enter upon completion of Secondary IV. If the appropriate subjects are taken and sufficiently high grades received, the student may elect to pursue preuniversity education to prepare for the GCE-Advanced level examinations and entry to one of the two universities. The student may also opt to enter one of the three postsecondary, technically oriented, specialized institutions of higher education. A third option is enrollment in one of the few technical courses offered by the several vocational institutes. Finally, the student may choose to join the work force.

Specialized Institutions of Higher Education (Technical)

The specialized technical institutions of higher education include the Singapore Technical Institute, Ngee Ann Technical College, and the Singapore Polytechnic. Two-year courses of study leading to the Industrial Technician Certificate (ITC) are conducted at the Singapore Technical Institute and the Singapore Polytechnic. Three-year diploma or technical diploma (TD) courses are offered at the Singapore Polytechnic and the Ngee Ann Technical College.

The Singapore Technical Institute basically trains junior technicians and advanced craftsmen. The Singapore Polytechnic (Poly) provides education to train senior technicians and middle-level manpower. Ngee Ann Technical College (NATC) trains middle-level manpower, junior technicians, and advanced craftsmen. A few senior technicians also receive training here.

Admissions requirements for diploma and certificate programs may vary between institutions and programs, but basically the minimum requirements to the technical diploma program include the following:

1. Singapore-Cambridge GCE "O" level passes in:
    a. English—Grades 1-7
    b. Elementary mathematics or additional math—Grades 1-6
    c. Physical science or additional general science or physics and chemistry or engineering science—Grades 1-6
2. Preference is given where appropriate to candidates who have in addition obtained an "O" level pass in one of the several program-specific technical subjects.
3. Special entrance exams are also held for non-Singaporean candidates and those unable to present "O" levels.
4. Special admission requirements may vary with the program involved.

Grading. Written and practical internal examinations are held at the end of each semester or year. Grades are weighted 70 percent on the examination and 30 percent on class participation. Grading scales are listed below. GPAs are not calculated.

NGEE ANN
TECHNICAL COLLEGE
A = 80-100
B = 70-79
C = 60-69
D = 50-59
F = 0-49

SINGAPORE
POLYTECHNIC
Dist = Distinction
A = Very Good
B = Credit
C = Good Pass
D = Pass
E = Fail

The best students receive medals or certificates of merit. In the Industrial Technician Certificate program students are assessed throughout the year via coursework and phased tests. Satisfactory test performance is listed on the ITC. There is little chance of failure since students may continue to test until a satisfactory level of performance is attained.

Curricula. Curricula vary from school to school and department to department. Course content is 60 percent theoretical and 40 percent practical for diploma programs and 40 percent theoretical and 60 percent practical in the certificate programs. Courses have both lecture/tutorial and lab/practical/workshop components. Faculty members hold bachelor's degrees and technical diplomas, with a good number holding professional or master's degrees at NATC and the Polytechnic.

Since March 1974 NATC graduates have been receiving joint diplomas from NATC and the Polytechnic of Central London, with which NATC has affiliated. Diplomas will read "in association with the Polytechnic of Central London." Capable NATC graduates may be considered for admission to the University of Singapore or Nanyang University upon completion of their diploma program. Certificate of merit holders from the Polytechnic are usually admitted to the second year of the University of Singapore engineering program. Students graduating from an ITC program are not qualified to enter either of the two universities in Singapore.

English is the medium of instruction at all three post-secondary technical institutions; in addition, NATC has intensive English courses, and the Singapore Polytechnic offers English language as a subject. Following the overall national goal of bilingualism, students must demonstrate proficiency in two languages (English and their mother tongue) to gain admission to Ngee Ann and the Polytechnic.

PROGRAMS OF STUDY, DURATION OF COURSE, DIPLOMA AWARDED AT INSTITUTIONS OF HIGHER TECHNICAL EDUCATION

Institution	Departments	Length of Study	Diploma Awarded
Negee Ann Technical College	Mechanical Engineering	3 years	Technician Diploma
	Shipbuilding & Repair Technology*	3½ years	Technician Diploma
	Electrical & Electronic Engineering	3 years	Technician Diploma
	Building Maintenance & Services	3 years	Technician Diploma
	Business Studies	3 years	Diploma
Singapore Polytechnic	Department of Civil Engineering & Building		
	Architectural Draftsmanship	2 year F-T* 3 year P-T 3 year F-T	Technician Certificate Technician Certificate Technician Diploma
	Building	3 year F-T 5 year P-T	Technician Diploma Technician Diploma
	Civil Engineering	3 year F-T 5 year P-T	Technician Diploma Technician Diploma
	Land Surveying	4 year P-T	Technician Diploma
	Structural Engineering	5 year P-T	Technician Diploma
	Department of Electrical Engineering		
	Electrical Engineering	3 year F-T 5 year P-T	Technician Diploma Technician Diploma
	Department of Electronics & Communication Engineering		
	Electronics & Communication Engineering	3 year F-T 5 year P-T	Technician Diploma Technician Diploma
	Deparment of Mechanical & Production Engineering		
	Mechanical Engineering	3 year F-T 5 year P-T	Technician Diploma Technician Diploma
	Production Engineering	3 year F-T 5 year P-T	Technician Diploma Technician Diploma
	Works Management	2 year—Evenings only	Certificate
	Industrial Management	1 year—Evenings only	Diploma
	Aeronautical Maintenance Engineering	1 year F-T 3 year P-T	Technician Certificate Technician Certificate
	Department of Nautical Studies		
	Maritime Radio Communications	2 year F-T	Technician Certificate
	Division of Chemical Process Technology		
	Chemical Process Technology	3 year F-T 5 year P-T—day release	Technician Diploma Technician Diploma
	Division of Marine Engineering and Shipbuilding		
	Marine Engineering	4 year F-T	Technician Diploma
	Ship Construction	5 year P-T—day release	Technician Diploma
	Division of Educational Technology		
	A servicing division only which comprises the Audio Visual Aids Unit and the English Language Unit (Special English).		
	Division of Mathematics & Science		
	A servicing division only which services all departments and divisions in mathematics and related science subjects (physics, chemistry, environmental science) through the provision of formal instruction and the conduct of practical and laboratory classes. These subjects form an important part of many full-time and part-time courses as they constitute the theoretical basis for engineering techniques.		

*This course also includes 30 weeks of practical training with shipyard safety training.

Continued

Continued

Institution	Departments	Length of Study	Diploma Awarded
Singapore Technical Institute	Air Conditioning & Refrigeration	1 year F-T** 2 year P-T	Industrial Technical Certificate
	Electrical Engineering	1 year F-T 2 year F-T**	NTC—3 ITC
	Electronic Engineering	1 year F-T 2 year F-T**	NTC—3 ITC
	Mechanical Engineering	2 year	ITC
	Mechanical Engineering Drawing & Design	2 year	ITC

**At present there is no direct entry into the ITC course. Students have to undergo the NTC 3 course first.
F-T Full-Time
P-T Part-Time, day release, or evenings only

VOCATIONAL EDUCATION

The vocational institutes are under the purview of the Industrial Training Board (ITB). They may be entered at different levels and offer artisan, trade, and technician curricula ending in the artisan certificate; national trade certificate, grades 2 and 3; and the industrial technician certificate, respectively. The medium of instruction at all institutes is English.

Trade Courses

Students who opt to go onto secondary school may leave for a vocational institute after completion of Secondary I, II, or III either through choice or because they are overage. Depending on when the student enters, he/she will follow a one- to three-year program leading to the National Trade Certificate (NTC), grade 2 or 3. A three-year, full-time program is available for Secondary I leavers. For Secondary II and III school leavers it is structured over two years, and a one-year course for Secondary IV and Technical IV leavers is offered. The trade course provides training in the basic skills and theoretical grounding in each trade. The aim is to give the trainee a sound foundation enabling him to develop and be upgraded into a full craftsman through further on-the-job training. Trade programs also include academic components of mathematics, science, and English. Recipients of Trade Certificates have met the government's requirement of receiving ten years of education.

Students enrolling in a full-time course after Secondary II spend thirty hours in class per week for two years. Those enrolling after Secondary IV spend thirty-five hours per week in class for one year; and after Technical IV, thirty hours per week for one year.

Students are evaluated (not graded) on a pass or fail basis via both theory and practical tests. Students may repeat work that is not satisfactory; thus there is little failure in the vocational institutes. Practical tests are phased and consist of a student completing a specific project from start to finish. Vocational training in Singapore is terminal in nature with the student's primary means of advancement to higher forms of education being to higher-grade National Trade Certificates.

Artisan Courses

Through the Adult Education Board (AEB) adult primary school leavers, who have attended AEB prevocational classes may enroll in a one-year program at several of the ITB institutes, leading to an Artisan Certificate. Students attend classes for twenty hours per week full-time and nine hours per week part-time.

Adult Education

Adult education courses of prevocational and vocational nature are offered under the sponsorship of the Adult Education Board in the areas of typewriting, shorthand, bookkeeping, dressmaking, dress designing, and furniture designing. The Adult Education Board sponsors daytime commercial education courses and also helps adult students to prepare for external, professional examinations offered by the Australian Society of Accountants, the Institute of Bankers, the Chartered Institute of Secretaries, and The Corporation of Secretaries.

COMMERCIAL EDUCATION

Commercial education in Singapore, like technical, begins with the student's choosing to enter that stream for Secondary III and IV. The academic calendar year, use and study of English, grading system, credentials received, tests taken, and access to the program from Secondary II is the same as for students in the technical stream.

The curriculum followed in Secondary III and IV commercial schools is similar to that of other streams except that students choose from more business-biased electives. As in other streams, students receive an academic education supplemented with other commercially biased courses. At present only a few secondary schools offer commercial electives.

Students completing Secondary III and IV in the commercial stream are eligible to sit for the Singapore-Cambridge GCE "O" levels and pursue entry into pre-university classes or into Ngee Ann Technical College, which offers courses in commerce. Students may also enter one of Singapore's twenty-seven private commercial schools.

EVALUATION METHODOLOGY

TRANSCRIPTS

All Singaporean credentials should be submitted in English. Students may verify credentials at the U.S. Embassy in Singapore. IIE-Hong Kong also services Singapore and will authenticate documents submitted to U.S. institutions who are dues-paying members of IIE.

At present Singapore-Cambridge GCE "O" and "A" level results are computer printed and issued in English. Students who graduate from Pre-University II, a junior college, or Secondary IV are awarded a certificate if the appropriate external examination is passed. Students who graduate from a two-year technical program or a one- to three-year vocational program are issued a certificate, and graduates from a three-year technician or teacher-training program receive a diploma. Graduates from the two Singapore universities receive a degree. A few of the university diploma and certificate programs of the Institute of Education are postgraduate in nature. The degree programs and several of the certificate and diploma programs issue transcripts of the student's work.

External Examination Results

Although students are assessed throughout their academic careers, continuation in the educational system depends upon their external examination results. A formal certificate listing these results is given to the student. The two certificates that the U.S. admissions officer will be presented most frequently include the Singapore-Cambridge General Certificate of Education "O" level and "A" level.

The student sits for the Singapore-Cambridge General Certificate of Education "Ordinary Level" examination after Secondary IV (ten years of schooling). The results are computer scored. The document contains test results, given both numerically (1 through 8; 9, failure, is not listed); and by GCE Standards; the language medium in which the student was examined for each test; the examining authority; the student's name, index number, foreign identification number, and school; the number of ordinary-level subjects recorded; and the number of subjects passed at grade 6, or better, at the date of the examination. The certificate should be signed by the Vice-Chancellor of the University of Cambridge and the Director of Education, Singapore.

The Singapore-Cambridge GCE, Advanced Level, has a format the same as the "Ordinary" level certificate except that grades are listed alphabetically (A, B, C, D, E, and 0) for subjects taken at the advanced level and numerically for subjects taken at the ordinary level. (Grade 0 indicates a fail at the "A" level but a concessionary pass at the "O" level, minimum grade 6.)

Since the above two examinations are computer scored and the certificates computer printed, it is difficult to falsify documents. Computer printed characters should be evenly spaced and of uniform darkness, with all columns vertically aligned. If the former is not so, or if mistakes are made, the admissions officer should check the authenticity of the document.

It is usually not necessary to request that the student's mark sheets be presented in conjunction with his or her external certificate.

Certificate and Diploma Programs

Certificate programs offered through the Institute of Education and diploma programs offered through one of the technical colleges or through one of the vocational institute require at least three years beyond the Singapore-Cambridge GCE "O" level exam. Certificate programs through one of the vocational institutes, the Singapore Technical Institute, or Singapore Polytechnic take at least two years to complete, either after receipt of the National Trade Certificate grade 3 or receipt of the Singapore-Cambridge GCE "O" level (depending on the program).

Graduates of these programs are issued a certificate or diploma; and transcripts of their work at Ngee Ann Technical College, Singapore Polytechnic, and the Institute of Education are available to U.S. admissions officers.

Transcripts from the technical colleges indicate the name and admission number of the student, the date of admission, the specific curriculum, and grades. The Polytechnic lists the date of graduation. They both list the department with which the student was affiliated, and the Polytechnic also lists the course of study within the department. Transcripts are issued in English and are signed and stamped by the Registrar or Assistant Registrar. A legend to the grading scale is included on the transcript. Superior Polytechnic students receive a certificate of merit, which is included with the transcript. A student who has not graduated and received the Technician Diploma will not receive a copy of his/her transcript for personal use; but such students may contact the Registrar, and full information of the course followed and standards attained by the student will be sent to the institution to which the student is applying.

Transcripts are not given for students in an industrial certificate program; but their certificates list the level of attainment (satisfactory or unsatisfactory) in their end-of-year theoretical examinations.

Transcripts from the Institute of Education list the student's name, dates of admission and leaving, reason for leaving, the course name and duration, the language medium used, the academic year, subjects taken, and remarks. The transcript is cosigned by the Registrar and the Director of the Institute of Education.

University Transcripts

The two universities in Singapore issue transcripts and a degree scroll certifying graduation. Transcripts indicate the name of the student, the dates of admission and graduation, the specific curriculum, and grades. They indicate if a degree or diploma was conferred, the faculty in which the student studied, and his/her major. If applicable, the transcript will designate if the student graduated with honors or with the honors degree and, if so, in which class. Transcripts are issued in English and are signed and stamped by the Registrar. Certification stamps are purple and signed by a representative of the Registrar. Nanyang University and University of Singapore both list the grading scale at the bottom of the transcript.

Degree scrolls from Nanyang University are issued jointly in English and Chinese. They are signed by the Vice-Chancellor, dean, and Registrar. The student's name, faculty, and department are given. University of Singapore scrolls are issued in English and list the student's name, degree, and date of receipt. They are signed by the Vice-Chancellor and dean of the particular faculty in which the student received his/her degree.

Photographs are not attached to postsecondary transcripts but may be found in some secondary records. Students usually have little difficulty providing multiple copies of their records to various U.S. institutions. Verification sources of authenticity most frequently come from the U.S. Embassy in Singapore, the University of Singapore, and Nanyang University; and various secondary schools sign, stamp, and certify documents for the students. If there are any questions about the authenticity of credentials received, the admissions officer should write to the Exchanges Coordinator, American Embassy, 30 Hill Street, Singapore 6.

FINANCIAL ARRANGEMENTS

Singapore students can gain educational sponsorship from various private and governmental bodies including the Public Services Department, the Singapore government, the Columbo Plan Awards, the Technical Assistance Scholarship Board, the Joint Asia Foundation/Singapore Government Scheme of 1960, the United Nations and its agencies, and the East-West Center awards.

All males are required to enter the National Service at age 18. If a male student is given a governmental scholarship to study abroad after Pre-University 2, he is monetarily bonded to assure that he will return for his National Service.

STANDARDIZED TESTS OFFERED IN 1978-79

GRE: The Graduate Record Examination was offered five times per year (every available sitting) in October, December, January, April, and June in Singapore at the Singapore American School.

GMAT: The Graduate Management Admission Test was offered three times per year in January, March, and July in Singapore at the American School.

SAT: The Scholastic Aptitude Test was offered six times per year (every available sitting) in November, December, January, March, May, and June, in Singapore at the Singapore American School.

TOEFL: The Test of English as a Foreign Language was available in Singapore at the U.S. Embassy and the Anglo-Chinese School for every available test date, S-Sept., N-Nov.; F-Feb; A-Apr.; M-May.

LSAT: The Law School Admission Test does not have a test center in either Malaysia or Singapore. The nearest centers include:

Hong Kong—(December) at Chung Chi College
Philippines— (December) at Clark Air Force Base, Wagner High School (April) at Quezon City, University of the Philippines
Thailand— (December) in Bangkok (test center location listed on admission ticket)

The College Entrance Examination Board responsible for the LSAT provides two methods by which this test may still be taken. They include a request for a test under extenuating circumstances. For further information on these methods, contact LSAT/LSDAS, Box 944-R, Princeton, New Jersey 08541.

ALI/GU: Although used less frequently than the TOEFL, the ALI/GU examination of English language proficiency may be arranged at and is administered by the U.S. Embassy in Singapore.

OCAT: The Optometry College Admission Test has no overseas test centers. Candidates may petition the Psychological Corporation, 304 East 45th Street, New York, New York 10017, for an additional foreign test center to be set up for a particular test date.

ACT: The American College Testing program's examination was offered at two different locations in

Singapore: February at the Far Eastern Academy and in December, February, and April at the Singapore American School.

MCAT: The Medical College Admission Test was offered in April and September in Singapore at the Singapore American School.

DATP: The Dental Admission Testing Program has no established overseas test centers. Special arrangements for the administration of the test in a foreign country must be made with the Division of Education Measurements, Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611, at least three months prior to the test date.

PLACEMENT RECOMMENDATIONS

Educational Background of Singapore Students	**Placement Recommendation for U.S. Admissions Officers**
1. Less than graduation from secondary school.	Place in elementary or secondary school on a year for year basis.
2. Basic course plus Junior Trainee course.	Consider only for further vocational training. Freshman college admission not recommended.
3. Singapore-Cambridge General Certificate of Education ("O" levels) (10 years of school) [a]	May be considered for Freshman college admission, as are exceptional U.S. students, if student possesses 5 subjects including English, math and science with passing scores of 1 or 2.
4. Completion of Junior College or Pre-University *without* "A" levels (12 years) [a]	Consider for Freshman college admission with no advanced standing.
5. Completion of Junior College or Pre-University course and GCE "A" levels (12 years) [a]	Consider for Freshman college admission with up to 10 semester credits for each subject passed at the "A" level.
6. Less than completion of University degree (University of Singapore or Nanyang University)	Consider for undergraduate admission. Credit should be given for "A" level examinations and for work successfully completed at the university on a course by course basis.
7. Completion of degrees from the University of Singapore or Nanyang University.	
A. Bachelors degree (general or honors)	A. Consider for admission to graduate studies
B. Masters degree	B. Consider for admission to advanced graduate studies
C. Ph.D.	C. Consider degree comparable in level and purpose to Ph.D. in U.S.
8. Teacher Training (Institute of Education) [a]	
A. Certificate in Education "O" level (pre-primary primary and lower primary)	A. Consider for admission to degree programs in education with from 20 to 30 semester hours of transfer credit in introductory education courses.
B. Certificate in Education "O" level (primary)	B. Same as A.
C. Certificate in Education "A" level (primary and lower secondary)	C. Consider for admission to degree course with up to 10 semester units of credit for each "A" level exam plus from 30 to 40 semester credits for courses in education.
D. Advanced Certificate in Education	D. Consider for admission to degree course with up to 30 additional semester units of credit (beyond "O" or "A" level certificate).
E. Diploma in Education (1 year beyond Bachelors degree—conferred by University of Singapore)	E. Consider for admission to graduate studies.
F. Masters degree in Education (conferred by University of Singapore	F. Consider for admission to advanced graduate studies.
G. Ph.D. in Education (conferred by University of Singapore)	G. Consider degree comparable in level and purpose to Ph.D. in Education in U.S.

Educational Background of Singapore Students	Placement Recommendations for US Admission Officers
9. Vocational/Technical Training	
A. ITB National Trade Certificate	A. Should be considered only for admission to further vocational training at a postsecondary training institution in the U.S.
B. Industrial Technician Certificate	B. Consider for admission to Junior or Community College technical program.
C. Technical Diploma (admission based on "O" levels) [a]	C. Consider for undergraduate admission with up to 30 semester credits of advanced standing.

[a] Special Notes to Admissions Officers

1. To determine eligibility for admission, it is recommended that schools use the Singapore/Cambridge GCE results. High school transcripts are not readily available and reflect grades from a highly structured and competitive system which cannot be appropriately equated to grading in the U.S. Internal examinations are graded very strictly in an effort to "motivate" students to prepare more rigorously for the standardized examinations.
2. The SAT is given regularly in Singapore and results can be obtained by those universities requiring standardized test scores.

APPENDIX: SCHOOL PROFILES, SINGAPORE

SINGAPORE—VOCATIONAL

Name of institution/school: Baharuddin Vocation Institute
Location: Stirling Road, Singapore
Year founded:
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Industrial Training Board
Academic year: January through December in four terms
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Secondary or technical school fourth year with GCE "O" levels in English and other relevant subjects such as art or technical drawing.
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/Diploma Offerd:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Applied Art and Design	Industrial Technician Certificate	2 years		

General notes: One of 12 ITB Institutes.

SINGAPORE—TECHNICAL

Name of institution/school: Institute of Education-Technical Teacher's Department
Location: Patterson Road, Singapore
Year founded: 1973
Type: Governmental
Previous names of school/institution: Teachers' Training College (1950)
Agency that maintains institution/sponsorship: Jointly between Ministry of Education, ITB, the universities, NATC, and the Polytechnic
Academic year: January-December
Medium of instruction: Chinese, English, Malay, Tamil—primary medium of instruction is in English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Singapore Cambridge-GCE "Advanced" level, or Higher School Certificate, or university degree
Degree requirements:

Grading System:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offerd:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Commercial secondary teacher education	Diploma	2-3 year (1)		
Technical secondary teacher education	Diploma	2-3 year (1)		

General notes: This school trains teachers for the technical streams in secondary schools. It provides pre-service professional training to those already holding technical diplomas or engineering degrees. Also provides an in-service type of course which combines both technical and pedagogical training.

(1) For holders of the GCE the length of the course is two years full-time and three years part-time; for holders of the HSC two years, full-time; and for holders of the university degrees, one year, full-time.

SINGAPORE—VOCATIONAL

Name of institution/school: ITB Vocational Institutes
Location: Twelve institutes throughout the island.
Year founded: Idea of ITB was established in 1973 to promote technical training at all levels
Type: Public
Previous names of school/institution:
Agency that maintains institution/sponsorship: Industrial Training Board
Academic year: January through December in four terms
Medium of instruction:
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff: N.A.
Student enrollment: 1,360
Admission requirements: (1) For craft certificate candidates—completion of six years of primary school plus two years of vocational schooling with the Vocational School Certificate.
(2) For Industrial Technician Certificate candidates—completion of Secondary IV with a Craft Certificate.
(3) Students desiring to enroll in the artisan course may seek admission after Primary VI.
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Trades	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
40 different trade, artisan,		Full-time		
manual and applied arts		and part-time		
courses including:	Craft (1)			
-welding	Certificate			
-printing		2 years full-time (1)		
-plumbing		Secondary II & IV		
-automechanics	Industrial (2)			
-electrical engineering	Technician	2 year program (2)		
and servicing	Certificate	—full time study		
-dressmaking				

(1) (2) ITB Vocational Institutes can house both Secondary III and IV and two-year postsecondary programs. The Craft Certificate (U.S. grade 10) is awarded upon completion of a two-year program in a vocational institute beyond the Vocational School Certificate (U.S. grade 8). The Industrial Technician Certificate (U.S. grade 12) is awarded upon the completion of a two-year, full-time program in a technical area following the Craft Certificate. A two-year Artisan course beginning after Primary VI is also offered at some ITB Vocational Institutes.

SINGAPORE—TECHNICAL/COMMERCIAL

Name of institution/school: Ngee Ann Technical College (NATC)
Location: Clementi Road, Singapore
Year founded: 1963 (became a public institute 1968)
Type: Public
Previous names of school/institution: Ngee Ann College
Agency that maintains institution/sponsorship: Independent
Academic year: April-August and November-March—two 18-week sessions
Medium of instruction: English
Volumes in library:
Laboratory facilities: Home Economics lab with a model house and food preparation sections; plentiful supply of equipment for chemical engineering
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff: 78 (1975)
Student enrollment: 2,096
Admission requirements: Minimum requirement: Singapore-Cambridge GCE "O" level exams in at least 3 subjects including English, mathematics, and a science for engineering candidates, and English plus two other subjects (preferably math and commerce) for candidates in business studies; but increasing numbers of students exceed the minimum requirement and present "A" levels. Regardless of admission credentials, the curriculum is the same. Special entrance exams are also held for non-Singaporean candidates and for those unable to present "O" levels.
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent
(2) 0-100	(1) required to retake exam
50-normal pass (minimum) 40-provisional pass (1)	(2) only letter grades show on the transcript but no GPAs are computed

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Mechanical Engineering	Technician Diploma*	3-4½ years**		
Building Services	Technician Diploma*	3-4½ years**		
Electrical & Electronic Engineering	Technician Diploma*	3-4½ years**		
Marine Engineering	Technician Diploma*			
Commerce (Business Studies)	Technician Diploma	3-4½ years**		

*Since March 1974, NATC diplomas are awarded jointly by NATC and "in association" with Polytechnical of Central London.

**Six years for part-time—three years is the normal full-time length of program.

General note: Trains skilled technicians in various trades and industries. Trains a few senior technicians, but mainly for junior technicians and advanced craftsmen. Mainly trains middle-level manpower. Diplomas of the college are recognized by the Singapore government. Student faculty ratio is 1-20.

SINGAPORE—TECHNICAL/VOCATIONAL

Name of institution/school: School of Printing
Location: Stirling Road, Singapore
Year founded:
Type: Governmental
Previous names of school/institution:

Agency that maintains institution/sponsorship: Industrial Training Board
Academic year: January through December in four terms
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Secondary or technical school fourth year with GCE "O" level pass in English. Preference given to candidates with additional passes in science or mathematics
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S.Equivalent
Letterpress and offset lithographic printing processes	Industrial Technician Certificate	2 years		

General notes: Purpose to train people for supervisory positions in the printing industry. One of twelve ITB-sponsored institutes.

SINGAPORE—TECHNICAL

Name of institution/School: Secondary Technical Schools (9)
Location:
Year founded:
Type:
Previous names of school/institution:
Agency that maintains institution/sponsorship:
Academic year:
Medium of instruction:
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements:
Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Queenstown		4 years		
Tanjong Katong		4 years		

General notes: On completion of the program the graduates are qualified to go on to postsecondary education or go directly into industry.

SINGAPORE—TECHNICAL

Name of institution/School: Singapore Polytechnic
Location: Prince Edward Road, Singapore
Year founded: 1958
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Ministry of Education
Academic year: June through April in three terms
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment: 7,516 (1975) of which 4,272 were full-time; 1,659 day-release; 1,585 evening only
Admission requirements: Minimum requirement is the Singapore-Cambridge GCE "O" level exams in at least three subjects, but increasing numbers of students exceed the minimum requirement and present "A" levels. (Regardless of admission credentials the curriculum is the same.) Additional admission requirements will vary with the program involved.
Degree requirements:
Grading system:

College/Faculty/Program **U.S. Equivalent**

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
A. School of Industrial Technology				
1. Dept. of Civil Engineering & Building	Technician Diploma*	2* or 3 years (2)	Internal & external exams	
2. Dept. of Electrical & Electronic Engineering	Technician Diploma*	2* or 3 years (2)	Internal & external exams	
3. Dept. of Mechanical & Production Engineering	Technician Diploma*	2* or 3 years (2)	Internal & external exams	
4. Marine Engineering & Shipbuilding Division	Technician Diploma* (1)	2* or 3 years (2) (4)	Internal & external exams	
5. Rubber and Plastics Division	Technician Diploma	3 years (2)	Internal & external exams	
6. Math & Science Division	Technician Diploma	3 years (2)	Internal & external exams	
B. School of Nautical Studies	Diploma* (1) (3)	2* or 3 years (2)	Internal & external exams	

* Industrial Technician Certificate programs also offered.
(1) Diplomas awarded at two levels: technical and craft.
(2) Length of courses vary from two to five years in full-time attendance or four to five years in part-time attendance.

(3) Special training courses are conducted for navigation cadets and short courses for marine engineers, masters and mates, marine radio officers, and radio-telephone operators.

(4) Main program includes a two and one-half year course followed by six months' workshop training followed by one year at sea.

General notes: Courses train senior technicians and middle-level manpower. Prior to 1968 Singapore Polytechnic awarded professional diplomas also. During 1965-1968 the professional diploma courses were taken at Singapore Polytechnic but awarded by the University of Singapore. Then in 1968 these professional courses were transferred to the University of Singapore. Short courses are available for upgrading of the skills of workers in industries. Day-release and evening-only classes are also available.

Many additional day-release and evening courses are also offered. Several courses are recognized by external and internal official bodies (i.e., UK Institution of the Rubber Industry, UK Plastics Institutes) for training for their exams.

SINGAPORE—TECHNICAL

Name of institution/School: Singapore Technical Institute
Location: Circuit Road, Singapore
Year founded:
Type: Governmental
Previous names of school/institution:
Agency that maintains institution/sponsorship: Industrial Training Board
Academic year: January through December in four terms
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: Singapore-Cambridge GCE "O" level in math and passes in English and either physics or a science. Preference is given to candidates with additional passes in appropriate technical subjects
Degree requirements:
Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Mechanical Engineering	Industrial Technician Certificate	2 years		
Drawing and Design	Industrial Technician Certificate	2 years		
Air-conditioning and Refrigeration	Industrial Technician Certificate	2 years		
Electrical and Electronic Engineering	Industrial Technician Certificate	2 years		

General notes: One of twelve ITB-sponsored Institutes. Training for junior technicians and advanced craftsmen. Student usually has twelve years of education after the Industrial Technician Certificate is received. Large content of practical work; designed to enable graduates to enter industry without further training.

SINGAPORE—VOCATIONAL

Name of institution/School: Singapore Vocational Institute
Location: Balestier Road, Singapore
Year founded:

Type: Governmental
Previous names of school/institution: Balestier Junior Trade School
Agency that maintains institution/sponsorship: Industrial Training Board
Academic year: January through December—four terms
Medium of instruction: English
Volumes in library:
Laboratory facilities:
Officer responsible for issuing student transcript/record:
Cooperation with other institutions:
Tuition:
Academic staff:
Student enrollment:
Admission requirements: For Electrical program—Singapore-Cambridge GCE "O" level in mathematics and passes in English and either physics or a science. Preference to candidates who have additional passes in approriate technical subjects. Students with a Grade 3 National Trade Certificate may directly enter the second year of the program.

For the Automotive program—secondary or technical school 4th year with GCE "O" levels in mathematics, English and either physics or a science. Candidates with additional passes in relevant technical subjects are given preference

Degree requirements:
Grading system:

College/Faculty/Program	U.S. Equivalent

Degree/diploma offered:

Subject/Program Faculty/School	Degree/ Diploma	Length of Program	Vehicle	U.S. Equivalent
Electrical/Electronic Engineering	Industrial Technician Certificate*	2 years		
Automotive/Industrial Plant Engineering	Industrial Technician Certificate	2 years		

*First year spent at Vocational Institute with the second year at the Technical Institute.

General notes: One of twelve ITB Institutes.

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Association of Commonwealth Universities. *The Commonwealth Universities Yearbook 1977-78.* 4 vols. Edinburgh: R. & R. Clark, published annually.

Association of Southeast Asian Institutions of Higher Learning, Bangkok. *Meeting the Challenges of the Seventies: Managing the University.* Seminar papers and proceedings, edited by Prachoom Chonchai. Bangkok, 1973. 138 pages.

A collection of 22 working papers on financing, curriculum reform and management of higher education by scholars of leading Southeast Asian Institutions. Financing higher education is examined in relation to Hong Kong, Philippines, and Singapore. Curriculum reform and administration are examined similarly and in depth.

Cheong, Lom Peng. *Report on the Experimental Schools Institute of Education 1974-75.* Singapore: Department of Experimental Schools and School Practice, 1975. 81 pages. (Mimeographed.)

Leaders of Science Teachers Associations Meeting, Singapore 12-17 June 1972. *Final Report* of the Meeting Convened by UNESCO in collaboration with Singapore National Commission for UNESCO. Singapore: UNESCO, 1972. 41 pages.

The purpose of the meeting was to prepare suggestions concerning cooperation among science teachers' associations in Asia as well as their activities in curriculum development and pre- and in-service teacher education. Participants came from Hong Kong, Philippines, Malaysia, etc.

NAFSA, AACRAO, and the Institute for Technical Interchange, East-West Center. *The Admission and Placement of Students from the Pacific-Asia Area: A Working Report.* Washington, D.C.: NAFSA, 1970. 110 pages.

150 Years of Education in Singapore. T. R. Doraisamy, editor. Singapore: TTC Publications Board, Teacher's Training College, 1969.

Singapore Annual Report 1971

Provides a good summary of formal education system and a general history of the country. Topics such as present policy, planning and research, curriculum, exams, adult education, etc. However, it is all very brief.

Southeast Asian Ministers of Education Organization: Primary School Objectives. Vol. 1-A *Comparison among SEAMEO Countries.* Vol. 2 *Representative Examples from SEAMEO Countries.* Singapore: Regional Center for Educational Innovation and Technology, 1973. 174 pages, 113 pages.

Study deals with SEAMEO countries of Indonesia, Malaysia, Singapore, Philippines, etc. This analysis of educational goals and objectives determines sources of authority and the agencies formulating them. It then proceeds to identify the values of various societies and the aspects of education each may stress.

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Contains preschool, primary, secondary, vocational, university and special education information. Also has tables on primary and secondary curriculum and higher school certificate examinations.

UNESCO. *World Guide to Higher Education.* Essex, England: Bowker Publishing Company, 1976, p. 228-30 (Singapore).

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Essential primary source of information on history of peoples and institutions.

Wong, Hoy Kee Francis. *Comparative Studies in Southeast Asian Education.* Kuala Lumpur: Heinemann Educational Books (Asia), 1973. 181 pages.

Illustrates major problems of education in the Philippines, Singapore, and especially Malaysia. The author then suggests five reforms which have since been discussed in numerous forums and publications. (A must reading)

Wong, Hoy Kee Francis and Gwee Yee Hean. *Perspective: The Development of Education in Malaysia and Singapore.* Kuala Lumpur: Heinemann Educational Books (Asia), 1972. 177 pages.

A comparative history of education in Malaysia and Singapore which includes history, present systems of administration, curriculum, and guidance.

Wong, Ruth M. K. *Educational Innovation in Singapore.* Paris: UNESCO Press, 1974.

This document gives a history of the Singapore educational system and information on innovation, curriculum reform, teacher education, and the policy of integration. It also has educational charts from the 60s and 70s and a lot of detailed, relevant data which must be read.

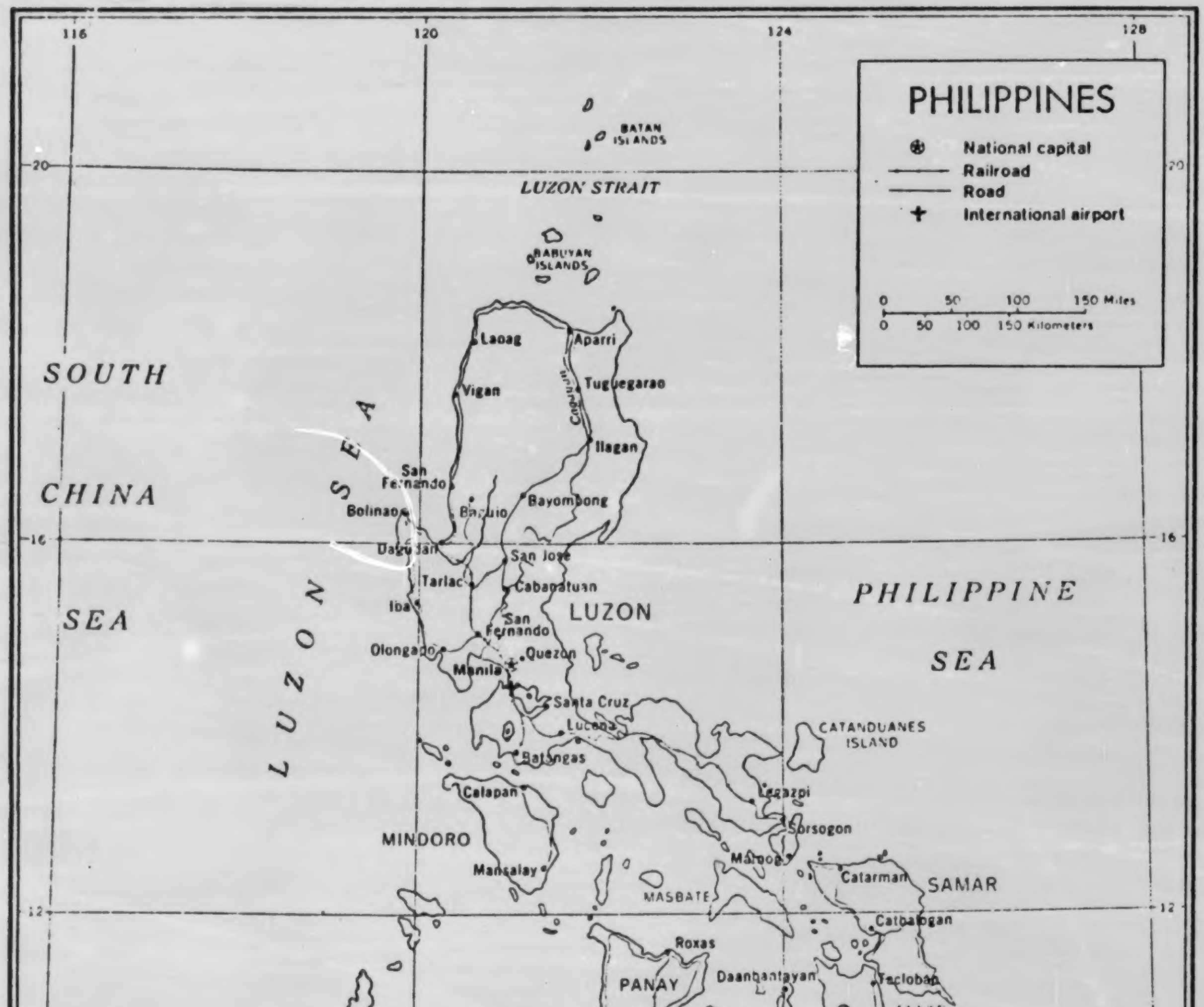
Yip, Yat Hoong, ed. *Development of Higher Education in Southeast Asia: Problems and Issues.* Singapore Regional Institute of Higher Education and Development, 1973. 226 pages.

Pages 1-21 on Singapore higher education with discussion of curriculum and research. Pages 59-79 treat Malaysia similarly. Pages 161-84 examine the language medium problem in Singapore.

Yong, Chan Ching. "Adult Education Singapore." *Asian-South Pacific Bureau of Adult Education,* Vol. 6 (August 1971 to May 1972).

Contains general information not detailed or statistical and brief.

THE PHILIPPINES


PHILIPPINES
National capital
Railroad
Road
International airport
0 50 100 150 Miles
0 50 100 150 Kilometers
116
120
124
128
20
16
12
8
BATAN ISLANDS
LUZON STRAIT
BABUYAN ISLANDS
SOUTH CHINA SEA
LUZON SEA
PHILIPPINE SEA
Laoag
Aparri
Vigan
Tuguegarao
Cagayan
Ilagan
San Fernando
Bolinao
Baguio
Bayombong
Dagupan
San Jose
Tarlac
Cabanatuan
LUZON
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San Fernando
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Santa Cruz
Lucena
Batangas
CATANDUANES ISLAND
Legazpi
Calapan
Sorsogon
MINDORO
Masbate
Mansalay
Catarman
SAMAR
MASBATE
Catbalogan
Roxas
PANAY
Daanbantayan
Tacloban
LEYTE GULF
Iloilo
Bacolod
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Cebu
Maasin
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BOHOL
Surigao
Puerto Princesa
Tagbilaran
Bayawan
BOHOL SEA
PALAWAN
Butuan
SULU SEA
Agusan
Sindañgan
Ozamiz
Cagayan de Oro
MINDANAO
BALABAC STRAIT
Cotabato
Kudat
Davao
MORO GULF
Zamboanga
Basilan
Digos
BASILAN ISLAND
Jolo
Kota Kinabalu (Jesselton)
Sandakan
SULU ARCHIPELAGO
MALAYSIA
MINDANAO SEA
PULAU MIANGAS (Indonesia)
Tawau
INDONESIA
PULAU KARAKELONG (Indonesia)

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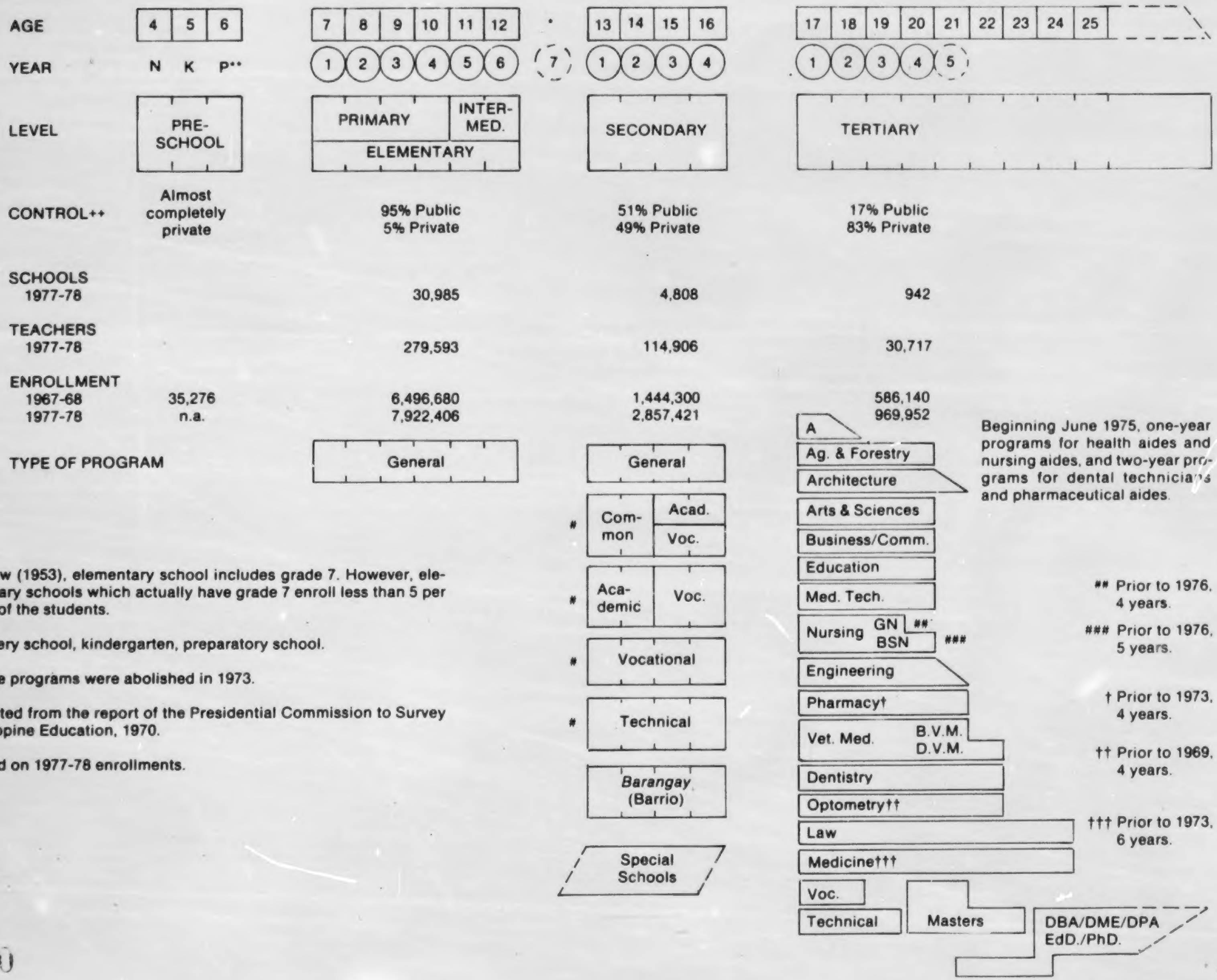
Structure of Education in the Phillipines+



AGE	4 5 6	7 8 9 10 11 12	13 14 15 16	17 18 19 20 21 22 23 24 25
YEAR	N K P**	1 2 3 4 5 6 (7)*	1 2 3 4	1 2 3 4 (5)
LEVEL	PRE-SCHOOL	PRIMARY / INTER-MED. ELEMENTARY	SECONDARY	TERTIARY
CONTROL++	Almost completely private	95% Public 5% Private	51% Public 49% Private	17% Public 83% Private
SCHOOLS 1977-78		30,985	4,808	942
TEACHERS 1977-78		279,593	114,906	30,717
ENROLLMENT 1967-68	35,276	6,496,680	1,444,300	586,140
1977-78	n.a.	7,922,406	2,857,421	969,952
TYPE OF PROGRAM		General	General # Com-mon: Acad. / Voc. # Aca-demic / Voc. # Vocational # Technical *Barangay* (Barrio) Special Schools	A Ag. & Forestry Architecture Arts & Sciences Business/Comm. Education Med. Tech. Nursing GN ## / BSN ### Engineering Pharmacy† Vet. Med. B.V.M. / D.V.M. Dentistry Optometry†† Law Medicine††† Voc. Technical Masters DBA/DME/DPA EdD./PhD.

Beginning June 1975, one-year programs for health aides and nursing aides, and two-year programs for dental technicians and pharmaceutical aides.

## Prior to 1976, 4 years.

### Prior to 1976, 5 years.

† Prior to 1973, 4 years.

†† Prior to 1969, 4 years.

††† Prior to 1973, 6 years.

* By law (1953), elementary school includes grade 7. However, elementary schools which actually have grade 7 enroll less than 5 per cent of the students.

** Nursery school, kindergarten, preparatory school.

These programs were abolished in 1973.

+ Adapted from the report of the Presidential Commission to Survey Philippine Education, 1970.

++ Based on 1977-78 enrollments.

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THE PHILIPPINES

INTRODUCTION

THE COUNTRY

The Philippines is composed of 7,107 islands spanning 1,520 miles from north to south and 688 miles from east to west. It is the northernmost region of the East Indies. The total land area is 116,220 square miles, about the size of Arizona.

There are four major island groupings: Luzon, the main island in the north; Visayas, a group of islands in the center; Mindanao and Sulu in the south; and Palawan in the west.

The land consists of coastal plains with many central peaks and mountain ranges. Mount Apo in Mindanao island, the tallest in the country, rises 9,660 feet. Volcanoes dot the country. The most famous one, Mayon Volcano, is found in Luzon and is reputed to have the world's most nearly perfect cone.

The Philippines is an agricultural country, with rice the staple food for most of the population. It has extensive mineral wealth, particularly in gold, copper, and other base metals like chromite, iron ore, and nickel. Oil wells in Palawan began producing in February 1979. Sugar, coconut oil, copper, and gold are among the leading export products. Marine life includes more than 1,000 varieties, such as corals, sponges, and a rich supply of mollusks.

THE PEOPLE

The Aetas are believed to be the original inhabitants, coming to the Philippines through land bridges that connected the islands to Asia 250,000 years ago. Malays came in waves between 200 B.C. and 1500 A.D. and were followed by Indonesians, Indians, and Chinese.

Ferdinand Magellan, a Portuguese sailing under the Spanish flag, landed on Philippine shores in the Visayan islands in 1521. Spain ruled the islands for 375 years, leaving a deep and lasting imprint on the Filipino culture. At the end of the nineteeth century, the republic set up by a Filipino revolutionary government gave way to occupation by Americans as a result of the Treaty of Paris which ended the Spanish-American War. At first the Americans ruled with a military government, then a civilian form of government. In 1935 the Philippines became a semiautonomous commonwealth.

The Japanese invaded the Philippines during the Second World War. At the end of the war the country was almost completely in ruins. Independence was achieved in 1946, and an American-style democratic form of government was followed for twenty-six years. Martial law was proclaimed in 1972. Since then, the Philippines has undergone a transition from a democratic to a parliamentary form of government. The Congress was dissolved and elections suspended until 1978. New government programs were implemented with the goal of bringing about much needed political, economic, cultural, and social reforms.

The various experiences resulting from foreign domination drastically altered Philippine religion, language, and culture. Although Asia is dominated by Buddhism and Islam, the Philippines is predominantly Christian. About 85 percent are Roman Catholics. Seven percent, concentrated in the southernmost islands of the country, are followers of Islam.

There are at least sixty-six native dialects spoken in the country. Tagalog, a branch of the Malay-Polynesian group and the dominant language of the Manila area, was selected as the basis of the national language of the Philippines in 1937. Pilipino, a language based on Tagalog, was adopted as the national language in 1959. It is estimated that 65 percent of the population can speak and understand Pilipino. English is still widely understood throughout the country.

In 1978 the Philippines had a population of over 46 million, fifteenth largest in the world. About 75 percent of the people are under 25 years of age, with a median age of 16. Approximately two-thirds of the population live in rural areas.

THE EDUCATIONAL SYSTEM

History

During the pre-Spanish era, education in the Philippines was entirely informal. In the sixteenth century, shortly after Spain occupied the Philippines, Roman Catholic missionaries started parish schools, which later developed into a widespread private educational system. Elementary school programs included courses in general education, commerce, farming, housekeeping, and teacher training. Later, the elementary curriculum changed to general education only. Secondary curricula included agricultural, commercial, housekeeping, nautical, and normal school programs.

Colleges were added in the late sixteenth and early seventeenth centuries. Their curricula focused on classical studies, humanities, and law. A number of professional technological institutions for agricultural and marine sciences were organized by nineteenth-century colonizers. Scientific and technological faculties in such fields as medicine, pharmacy, engineering, and the basic sciences were added later. Science and engineering did not grow to a significant degree until the twentieth century, except for technical programs related to seafaring.

The United States occupied the Philippines from 1898 to 1946. The American educational system was introduced after the Spanish-American War (1898). During this period, primary education was expanded; and secondary, university, and professional education were strengthened.

In 1957 a Revised Philippine Educational Program was promulgated. It introduced a two-two plan for high schools, with the first two years offering general education for everyone and the last two years offering specialized college preparatory and vocational tracks. An overwhelming majority of students enrolled in the college preparatory track, and this exerted pressure for expansion of college-level academic and professional programs.

From 1946 until 1971 the number of colleges and universities increased approximately 125 percent. The rate of growth of privately owned universities and colleges was particularly significant. Prior to 1946 the ratio of private schools to state institutions was 3:1; in 1970 it was 5:1. By 1978 there were 707 private universities and colleges and 47 state universities and colleges, a ratio of almost 15:1, with private institutions serving about 83 percent of the students.

Since 1972 there has been a concerted effort by the government to coordinate the expansion of higher education and to increase opportunities for postsecondary-level technical training. A national system of regionalized higher education is being implemented. Public and private universities located in urban areas, particularly Metro Manila, are encouraged to establish branches in rural areas, so that more people will have an opportunity for a college education at minimal expense.

Legal Basis

The new (1973) constitution of the Philippines provides for the establishment and maintenance by the state of a complete, adequate, and integrated system of education relevant to the goals of national development; the enjoyment of academic freedom in all institutions of higher learning; the provision of citizenship and vocational training to adult citizens and out-of-school youths; and the inculcation of love of country, development of moral character, personal discipline, and scientific, technological, and vocational efficiency to all students. The new constitution also provides for maintenance of a system of free public elementary education and, in areas where financial resources permit, the establishment of free public education at least up to the secondary level.

Educational radio and television programs and correspondence courses are being developed. A special graduate program for teachers in rural areas who cannot commute to a university uses a combination of radio programs and correspondence materials.

To meet the requirements of national development, the educational system was modified after 1972. Curricula were revised to emphasize improvement of life style as well as increased learning. A two-shift plan was adopted, with academic subjects the focus of one session while the other is devoted to activities that enhance personal and community development. All students must participate in a youth civic action program (YCAP) designed to integrate the curriculum with development work in the community.

The secondary education program was revised to include vocational courses, practical subjects, workshops, and field work. The new constitution must be taught in all schools. Tax information education, population education, thrift and savings, Green Revolution work, cooperative education, and consumer education have been integrated into all curricula. Former alien schools (approximately 150) have been Filipinized.

Philipino, officially adopted as the national language in 1959, was introduced as one of the languages of instruction in schools throughout the country beginning in 1957. Arabic was added as another language of instruction in the Mindanao area in 1973. (Previously, English was the only official language of instruction beyond grade 3. See p. 136 Language of Instruction.)

The enforcement of higher academic standards is a major priority. The Ministry of Education and Culture is authorized to close colleges found to be substandard. Evaluation is based upon the competence of the teaching staff, the percentage of subjects offered by competent teachers, evidence of top quality research and publications in graduate programs, the quantity and quality of library resource materials (with at least 10 percent of references devoted to Filipiniana), suitability of school buildings and grounds, and similar standards.

Prior to 1975 the Department of Education and Culture supervised schools through its Bureau of Public Schools, Bureau of Vocational Education, and Bureau of Private Schools. In a major reorganization that year, these bureaus were converted into staff agencies known as the Bureau of Elementary Education, Bureau of Secondary Education, and Bureau of Higher Education. Line supervisory functions were delegated to thirteen regional offices of the Department of Education and Culture.

In June 1978 the Philippines converted from a presidential form of government to a parliamentary form, and all departments became ministries. Thus, the former Department of Education and Culture is now the Ministry of Education and Culture.

The Philippine constitution permits religion to be taught in public schools. There are three thirty-minute sessions per week for those elementary and secondary pupils whose parents give written permission. The religion classes are taught by various religious groups and local churches and must be provided without cost to either the parents or the government. Church-related universities and colleges generally require religion courses; they are not usually counted toward degree requirements, and no tuition is charged for them.

Structure

The contemporary educational system was established in 1901 by the U.S. government, which ruled the Philippines at that time. For this reason, it is similar to that of the United States. As is illustrated in Structure of Education in the Philippines, it is composed of optional preschool programs (nursery schools, kindergartens, and preparatory schools); elementary school (four years of primary school and two years of intermediate school); secondary school; and a variety of postsecondary programs, including universities, colleges, technical and vocational schools, academies, seminaries, and institutes. There are also special schools for exceptional children and for those who have dropped out of various academic programs and a variety of adult education programs. A system of examinations enables persons to receive credit at the elementary, secondary, or tertiary level for knowledge and skills acquired outside of formal educational programs.

Educational radio and television programs and correspondence courses are being developed. A special graduate program for teachers in rural areas who cannot commute to a university uses a combination or radio programs and correspondence materials.

The Philippines has a dual complementary system of public and private education. Private institutions account for almost all of the preschool enrollment and 83 percent of the tertiary enrollment. Public institutions account for 95 percent of the elementary enrollment and 51 percent of the secondary enrollment. Education in all private schools generally is based upon tuition and other student fees that are regulated by the Ministry of Education and Culture. Public secondary and tertiary schools receive government support in addition to tuition and student fees.

Education in public schools is free through elementary schools. Many students fail to complete the elementary and secondary programs for economic reasons. During the 1969-70 academic year, approximately 60 percent of the age group was enrolled in grade 6. For every 100 students who enrolled in grade 1 in 1965-66, fifty-nine were enrolled in grade 6 in 1970-71, and thirty-one were enrolled in the fourth year of high school (grade 10) in 1974-75.

The government allocates about 13.4 percent of the national budget to educational programs. Parents who send their children to private schools pay tuition which, in total amount, is equal to almost half of the amount spent on education by the government. Local governments make additional contributions to public schools. The constitutional commitment to free and universal elementary education, which consumes more than half of the government's annual appropriation for education, has prevented a more active government role in the financing of secondary and higher education.

State colleges and universities are funded by government contributions and by tuition, student fees, production income, alumni support, and donations. Private institutions are financed largely by tuition and student fees. Donations and income from auxiliary sources provide less than 5 percent of their operating costs. They receive no government funds. Some of the nonprofit private institutions operated by churches or foundations receive grants from foreign and local agencies, but these are usually not a major source of assistance. Proprietary institutions are limited to a return of 12 percent on their investment. (The construction industry earns an average of 18 percent.)

In order to operate, each school in the Philippines must be authorized by the Ministry of Education and Culture. For private schools, the initial authority is a permit for each course or program, and it is usually in effect for one year.

In order to obtain a permit to operate as an educational institution, each Philippine school (public or private, preprimary, elementary, secondary, or tertiary) must offer the curriculum approved by the Ministry of Education and Culture for schools of a given level and type and must also meet specified minimum standards for physical facilities and staffing. Tuition and fees charged by each school must be approved by the ministry, which also determines the amount and frequency of increases.

After successful operation of a course or program for at least one year, government recognition is granted for an indefinite period. It may be revoked only for cause and after due process. Government recognition serves as a guarantee that an institution meets minimum national standards concerning subjects studied, time spent, physical facilities (such as a minimum of one hectare, approximately 2 1/2 acres of land for each 1,000 students), library resources (a minimum of 10 percent of which must be devoted to Filipiniana), and other factors which affect the quality of education.

At the elementary and secondary levels, authorization to operate is determined by the thirteen regional offices of the Ministry of Education and Culture. At the tertiary level it is based upon a recommendation by the Bureau of Higher Education to the Minister of Education and Culture. The organization of the ministry is illustrated in Figure 1.

Government recognition of a course or program does not constitute accreditation in the U.S. sense. It serves only as an indication that the program involved meets the minimum standards set by the government. (Accreditation is explained in detail on pp. 145-46.)

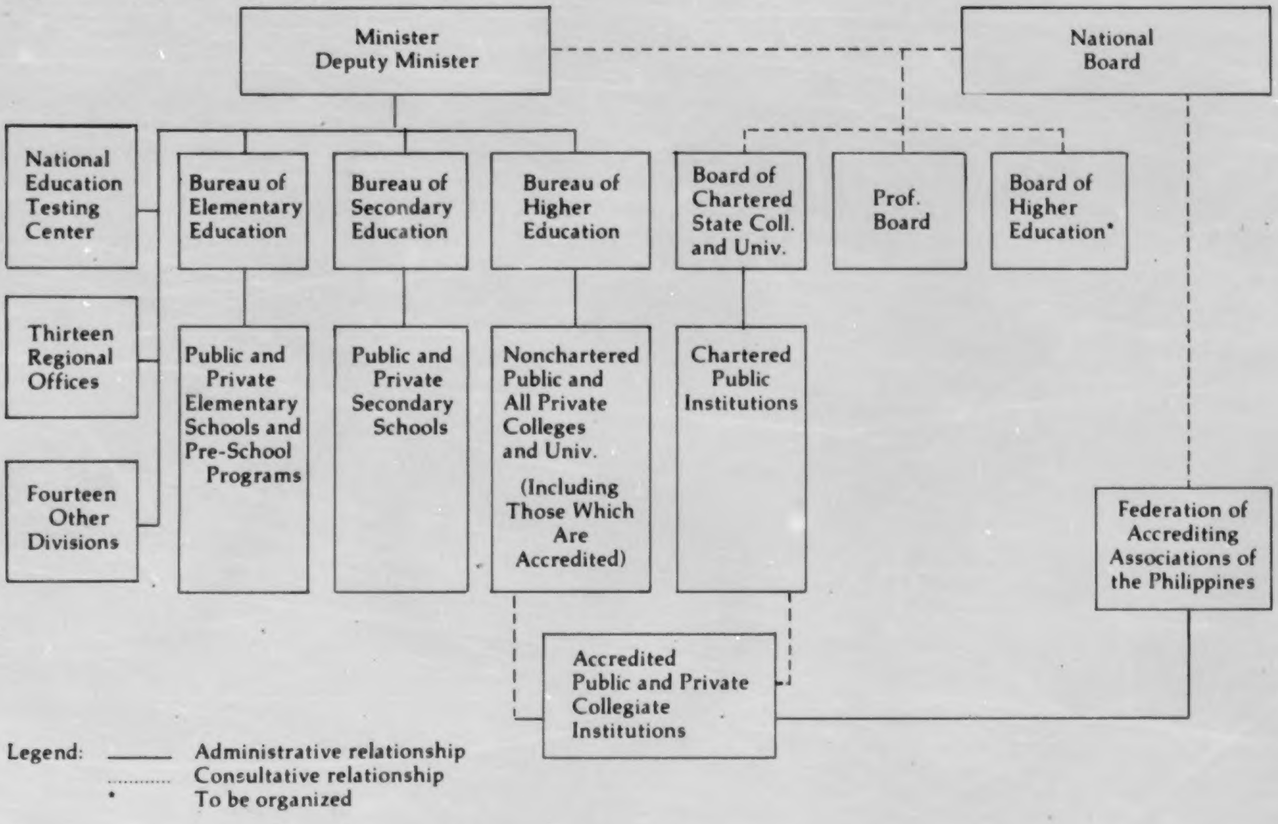


Figure 1. Organization of the Ministry of Education

Minister
Deputy Minister
National Board
National Education Testing Center
Thirteen Regional Offices
Fourteen Other Divisions
Bureau of Elementary Education
Bureau of Secondary Education
Bureau of Higher Education
Board of Chartered State Coll. and Univ.
Prof. Board
Board of Higher Education*
Public and Private Elementary Schools and Pre-School Programs
Public and Private Secondary Schools
Nonchartered Public and All Private Colleges and Univ. (Including Those Which Are Accredited)
Chartered Public Institutions
Federation of Accrediting Associations of the Philippines
Accredited Public and Private Collegiate Institutions
Legend:
Administrative relationship
Consultative relationship
* To be organized

Language of Instruction

The local language is the medium of instruction during the first two years of elementary education, with English and Pilipino studied as subjects. Pilipino was introduced as an auxiliary medium of instruction in intermediate and secondary school programs in 1957, but English continued as the main language of instruction at all levels of education. Since the 1974-75 academic year, Pilipino has been one of the languages of instruction at all levels of education. Arabic is permitted as a language of instruction in parts of Mindanao, which has a large Moslem population.

Generally speaking, mathematics and science courses are taught in English. Most other subjects are now usually taught in Pilipino at elementary and secondary levels but in English at the tertiary level. Pilipino will gradually replace English as the primary language of instruction in the social sciences at the tertiary level. However, outside of Manila, southern Tagalog, and central Luzon regions, a shortage of teachers fluent in Pilipino is slowing the introduction of Pilipino as the medium of instruction.

Academic Year

The academic year for all levels of education begins in June and ends in March. April and May constitute a summer vacation. Students may enroll in some programs during midyear. Some schools offer special summer terms.

PRESCHOOL, ELEMENTARY, AND SECONDARY EDUCATION

PRESCHOOL PROGRAMS

Nursery, kindergarten, and preparatory programs are half-day programs offered almost exclusively by private schools, especially church-related institutions. There is, however, a rapidly increasing number of kindergarten classes in public schools. Some schools offer two years of kindergarten, some only one year. There are also a number of Montessori schools in Manila.

Some private schools offer one-year or two-year preparatory programs in lieu of kindergarten. These programs include basic academic elements, especially in language arts and mathematics, which are not usually found in the kindergartens. Some public elementary schools that receive funding from local sources have recently added a preparatory year.

Since preschool programs are neither compulsory nor government funded, they all charge tuition. Thus, they tend to enroll only children from affluent families. In 1972 there were approximately 58,000 children enrolled in all types of preschool programs combined. This is a very small percentage of the total population of preschool age.

ELEMENTARY SCHOOLS

Public elementary education is free and compulsory through grade 6. Until 1940 elementary schools offered seven grades, divided into a four-year primary program and a three-year intermediate program. In that year the seventh grade was eliminated as an economy measure. Some private elementary schools continue to offer seven-year programs, but they enroll less than 4 percent of the age group.

Elementary schools offer grades 1 through 6 (the primary and intermediate programs). Some rural schools offer only the primary program (grades 1 through 4). Children generally enter grade 1 of elementary school at age 7 (age 6 in some schools). Approximately 95 percent of all elementary school students are enrolled in public schools. The average student-teacher ratio is 29:1.

As is illustrated in Table 1, the elementary curriculum includes character education, health, language arts (English, Pilipino, and vernacular), mathematics, music and arts, physical education, science, social studies, and work education.

Character education "to inculcate moral and spiritual values inspired by an abiding faith in God" is taught as a separate subject in elementary schools. In secondary schools it is integrated into other courses.

Health and science are taught as one subject in grades 1-3. Thereafter, science is studied separately, and health is combined with physical education.

Language arts include language, spelling, reading, phonics and speaking, and writing skills in three languages: English, Pilipino, and the student's vernacular language.

Mathematics is designed to teach the science of

TABLE 1. ELEMENTARY SCHOOL CURRICULUM (SINCE 1970)

	Minutes Per Week					
Year	1	2	3	4	5	6
Subject						
Character Education	100	100	100	100	100	100
Health and Science	150	150	150	-	-	-
Language Arts						
Home Language	200	200	-	-	-	-
English	200	200	300	300	400	400
Pilipino	300	300	300	300	200	200
Mathematics	150	150	150	150	200	200
Music and Arts	150	150	150	150	150	150
Physical Education	100	100	100	-	-	-
Physical Education and Health	-	-	-	150	200	200
Science	-	-	-	150	200	200
Social Studies	150	150	150	200	200	200
Work Education	-	-	200	300	400	400
Total Minutes/Week	1,500	1,500	1,600	1,800	2,050	2,050
Total Periods/Week*	30	30	32	36	41	41

*Figured on the basis of 50 minutes per class period numbers and mathematical concepts necessary for communicating with others and for understanding written materials that require mathematical perception.

Music is taught three days per week; arts, two days per week. Arts include crafts, drawing, modeling, painting, and wood and stone carving.

Physical education emphasizes good posture and the development and maintenance of good health. It includes games, group athletics and contests, club work, hiking, and scouting.

Science involves basic natural science.

Social studies include civics, community problems, geography, good manners and right conduct, history, and Pilipino customs and traditions.

Work education includes work in agriculture, homemaking and family living, industrial arts, retail trade, and other activities designed to develop knowledge, attitudes, work habits, and skills leading to wise and productive use of resources.

During the 1978-79 and 1979-80 academic years, an experimental elementary curriculum was tested in 125 schools. The time allocated to the various subjects differed considerably from the standard elementary curriculum. The home language was not studied as a separate subject; it was used only as an auxiliary medium of instruction, with English and Pilipino used both as languages of instruction and as subjects to be studied. To reduce the number of subject areas to be studied at the elementary level, the course content of English was drawn primarily from health and science, while the course content from Pilipino was drawn primarily from social studies. Science was taught as a separate subject in grade 3, and social science was taught as a separate subject in grade 4.

It is anticipated that the experimental curriculum will be implemented in all elementary schools as soon as teacher preparation and instructional materials are completed, perhaps in the year beginning June 1981.

In the 1970-71 academic year a continuous progression scheme (CPS) was introduced in the public elementary schools. Under this plan students were moved to the next grade on the basis of their individual progress toward educational goals. They were then taught, at the start of the new year, from the level they had reached in the previous year. This scheme sought to avoid needless grade repetition; instead, pupils progressed from grade to grade based on their achievement.

Through 1970, all elementary schools used a numerical grading system of 0 to 100. A student was required to achieve a grade of at least 75 in each subject in order to be promoted to the next class.

The Bureau of Public Schools introduced a narrative rating system in the school year 1970-71, replacing the former numerical rating system. The narrative rating used plus (+) and minus (–) signs to indicate whether or not a pupil displayed desired behavior or made progress toward educational objectives. Depending upon the number of pluses and minuses received, a student would be given one of the following grades:

O - outstanding; achievement level much higher than criteria set
VS - very satisfactory; achievement a little higher than the criteria set
S - satisfactory
MS - moderately satisfactory; achievement falls short of criteria
M - needs improvement; parent-teacher conference indicated

This rating system was used primarily to give parents and students a better idea of student performance and to point out areas needing improvement. Beginning with the 1978-79 academic year, the ministry introduced a revision of the narrative rating system. It now leads to grades reported on a 0 to 100 scale, with 75 the minimum passing grade.

A perennial problem in the Philippine public school system has been the severe lack of classrooms because of the government's inability to cope with the yearly increases in school population. In 1972 the problem became so acute at the primary level that it was deemed necessary to search for new and nontraditional approaches. Classes were organized on a two-shift plan in many schools, especially in urban schools. This plan required restructuring the daily class schedule so that, for one group of students, all academic subjects involving physical activities (such as arts, music, physical education, scouting, and work education) were taught in the afternoon (or vice-versa). The idea was to release some rooms for academic use by holding activity sessions outdoors.

At present there still is a shortage of classrooms, teachers, and textbooks at the primary level. An innovative approach to these problems was introduced on a trial basis known as the In-School-Off-School Approach (IS-OSA); it involves one group of forty pupils in school for one week and another group of forty pupils in school for the follwing week. During the week that they are off, pupils are assigned a number of self-learning kits, on which they are tested at the beginning of the next (in-school) week. This approach and similar alternatives are encouraged in places where acute shortage problems exist. They maximize the use of community resources and at the same time develop independent study skills.

SECONDARY SCHOOLS

Regular Schools

There are six sources of funding for secondary schools: national, provincial, city, municipal, *barangay*, and private. All follow the same basic curriculum, with variations in elective courses. Private schools represent 49 percent of the total enrollment.

Prior to 1973 public secondary schools followed a two-two plan: two years of general education, followed by either two years of college preparatory studies or two years of vocational studies leading to employment. Some private secondary schools offered only the college preparatory programs, and others offered only vocational programs.

In 1973 the secondary school program for all schools (public and private, academic and vocational) was revised into a four-year, one-track curriculum. This was fully implemented for the 1976-77 academic year. All students now take the same basic courses. Variations exist only in the choices they make from among a variety of academic and vocational electives.

Table 2 illustrates the revised high school curriculum. Music is a component of the Youth Development Training (YDT) course. It can also be taken as a vocational elective or as an extracurricular activity. Character education is integrated into all courses. Other courses are prescribed in broad subject areas, to allow a multidisciplinary approach within each area. The required courses are described as follows.

Araling Panlipunan (Social Studies): I—the community, with anthropoligy, geography, and sociology as dominant disciplines; II—Philippine history and govern-

TABLE 2. THE REVISED SECONDARY CURRICULUM (SINCE 1973)

	1st Year		2nd Year		3rd Year		4th Year	
Subjects	Units	Minutes Per Week	Units	Minutes Per Week	Units	Minutes Per Week	Units	Minutes Per Week
Araling Panlipunan (Social Studies)	1	180	1	180*	1	180	1	180
Communication Arts (English)	2	300	1	180	1	180	1	180
Communication Arts (Pilipino)	1	180	1	180	1	180	1	180
Mathematics	1	180	1	180	1	180	1	180
Science	1	180	1	180	2	300	2	300
Practical Arts/ Vocational Course†	1	300	1	300	1	300	1	300
Electives (Academic/ Vocational)	-	-	1	180/300+	2	360/600++	2	360/600++
Youth Development Training‡	1	300	1	300	1	300	1	300
YCAP	120 hours per year							
Total	8	1620	8	1680/1800	10	1980/2220	10	1980/2220

Note: Divide the minutes per week by 250 to compute the U.S. equivalent of annual units of high school work for the third and fourth years (grades 9 and 10).

* The new constitution is integrated in a course in Philippine history and government.

† Students can choose from a series of vocational subjects which are designed to give them sufficient training for initial gainful employment and/or preparation for admission to postsecondary technical institutes. The series may include agriculture, commerce, fishing, homemaking, industry, and other vocational fields, depending upon the community's needs and the school's financial resources.

‡ Youth Development Training is comprised of scouting 2 days per week, physical education 2 days per week, and music and health education 1 day per week. During the fourth year, Citizen Army Training replaces scouting for both men and women.

+ If the student chooses an elective in Practical Arts, Shop, or Field Work, it would involve 1 unit of 300 minutes per week. If an academic elective is chosen, it would involve 1 unit of 180 minutes per week.

++ If the student chooses academic electives, it would involve two separate subjects, each 1 unit of 180 minutes per week. If vocational electives are chosen, there would be two separate subjects, each 1 unit of 300 minutes per week.

ment; III—development and progress, emphasizing economics; IV—the world—a cultural perspective, emphasizing anthropology, geography, and sociology. Teaching of values is stressed in each course to develop concerned citizens for a democratic society.

Communication Arts (English): I—the mastery of basic sentence and paragraph patterns, Philippine literature, and the enjoyment of art forms; II—expanded sentence forms and Asian and African literature; III—different composition patterns and English and American literature; IV—formal writing, world classics, and discipline in the arts.

Communication Arts (Pilipino): I—master of basic sentence and paragraph patterns; II—more complex sentence patterns and prose and poetry in Pilipino; III—longer forms of discourse; IV—further skills in speaking, thinking, and writing and the ability to react intelligently and creatively to mass media and other life situations.

Mathematics: Arithmetic, algebra, and geometry are integrated and presented in a unified form each year. However, the emphasis differs from year to year: I—the number system; II—algebra; III—geometry; IV—advanced algebra and concepts from other branches of mathematics, depending upon the needs of the community and the abilities of the students.

Science: I—physical concepts, II—biology, III—chemistry, IV—physics. The aim is to strengthen the science processes developed in the elementary grades and to acquire basic knowledge of scientific concepts and principles.

Practical Arts/Vocational Course: This program includes agricultural arts, business and distributive arts, fishery arts, homemaking arts, and industrial arts. It is designed to expose students to as many areas of practical arts as possible, to develop trainability through occupational orientation and knowledge, and to develop good work habits and ways of getting along with fellow workers. During the first and second years, students have exploratory experiences in at least three areas, depending on the resources and facilities of the school and the economic needs of the community. At the end of the second year, one area of special interest is selected for further training during the third and fourth years to make the student a useful member of the family and able to obtain some gainful employment after graduation.

Electives: Each school offers a variety of elective courses in two or more academic and vocational fields of study. Agricultural, commercial, fishery, industrial, and other types of vocational secondary schools differ from academic schools primarily in the number and variety of vocational elective courses offered.

Youth Development Training: This course includes physical education, health education, music, and scouting. Citizen Army Training replaces scouting in the fourth year. The physical education program emphasizes physical fitness and recreational and competitive sports, with active participation by all of the students. Health focuses on the components of the body's structure and their relation to human growth and development (I); factors that affect the sequences of growth and development (II); health and behavior problems of adolescents (III); and the interaction between the individual and the environment (IV). Boy and girl scouting cover the following areas: for boys—citizenship, organization, and outdoor programs; for girls—the development of girls, relationship with other people, and service. The content of the courses progresses in sequence from year to year, developing basic skills and values covered by each area.

YCAP (Youth Countryside Action for Progress, formerly known as Youth Civic Action Program) involves students in adult and literacy education, foods and nutrition, health and sanitation, reforestation, and other civic and religious activities designed to help develop communities.

Science High Schools

Between 1963 and 1978 four special high schools were established, patterned after the Bronx High School of Science in New York. Their curricula follow the regular secondary program but with emphasis on mathematics and science. Because of their excellent facilities and equipment, they are able to attract excellent students and highly skilled teachers.

Manila Science High School was established in 1963, *Philippine Science High School* in 1964. *Quezon City Science High School* and *Cebu City Science High School* followed. Five schools located in other districts of Manila added special science sections to their curricula: *Florentino Torres High School* in Tondo, *Jose Abad Santos High School* in Binondo, *Victorino Mapa High School* in San Miguel, *Manuel Roxas High School* in Paco, and *Elipidio Quirino High School* in Bacood. In 1978, however, the special science sections at these five schools were phased out. Only the four all-science high schools remain.

Admission to science high schools is based upon examinations. The application/admission ratio is approximately 4:1. Students at *Philippine Science High School* who are not from Manila live in a dormitory on the school's campus. This school also offers tuition scholarships, loan of textbooks, and a monthly living allowance to some of its students.

Philippine High School for the Arts

In June 1977 the *Philippine High School for the Arts* was established at the National Arts Center in Mt.

Makiling, Los Banos, Laguna, south of Manila. It is supported by the national government and requires for admission a grade average of 85 percent for grade 6 work, plus auditions and tests designed to demonstrate ability in the performing arts and potential for becoming both a performing artist and a cultural leader. Auditions are held each year in Metro Manila, the Visayas, and Mindanao.

This school offers the regular secondary school curriculum, with practical arts/vocational courses and elective courses in dance, music, theater, and visual arts instead of other vocational and academic fields. Each student takes one arts course for a major and another as a minor. Students who maintain a grade average of 90 percent or higher in arts subjects receive a full scholarship: tuition, textbooks, free access to all facilities, instruments, materials and equipment, room and board, and ₱60.00 per month. Those who maintain a grade average of 85-89 percent may receive a partial scholarship (the same benefits as above but at a cost of ₱700.00 for annual tuition, ₱30.00 for miscellaneous fees, and no monthly allowance). A grade below 90 percent in any arts course results in cancellation of a scholarship.

Barangay (Barrio) High Schools

There are 45,000 *barangays* in Philippines. A *barangay* is a community within a city or rural area. In rural areas, its relationship to a *poblacion* (town) is similar to that of an unincorporated village to an incorporated town in rural United States. In cities it is similar to a precinct. Prior to 1974 *barangays* were known by their Spanish name: *barrio.*

In 1964 Dr. Pedro T. Oreta, a famous Philippine educator, organized a *barrio* (now *barangay*) high school. It was formally approved by the government via R.A. No. 6054, commonly called the "Barrio High School Charter." This became a significant innovation in Philippine education, and by 1978 there were 1,856 *barangay* high schools with a total enrollment of approximately 300,000.

Barangay high schools may not be located closer than three kilometers from an existing high school. They operate in elementary school buildings (after regular school hours) or in prefabricated classrooms of open construction design provided by the government. They serve students who would otherwise be forced to terminate their education after grade 6 because of the unavailibility of regular secondary schools in rural areas.

The basic philosophy of *barangay* schools is self-improvement through self-employment. Students earn money through work projects, most of which are agricultural, such as raising chickens, rabbits, rice, swine, or vegetables. The schools are supported by student fees. In the late 1970s, the national government began to provide some financial support.

Barangay high school programs are related directly to the resources and needs of the local community. To ensure compliance with ministry requirements, each school is placed under the direct administration and supervision of the principal of the nearest municipal, city, or provincial high school.

There must be at least one full-time teacher for each class in a *barangay* high school. Other teachers may be employed part-time, but each one must be qualified to teach at the secondary level. In fact, many do have full-time teaching jobs at regular schools. Part-time *barangay* high school teachers receive only a small honorarium.

In most cases, *barangay* high schools lack laboratories and textbooks. However, their graduates are permitted to take the National College Entrance Examination, and some are admitted to postsecondary programs.

Vocational High Schools

Prior to 1973 vocational secondary schools offered terminal programs leading to employment in agriculture, commerce, fishing, industry, or home industry. Agricultural programs in horticulture, animal husbandry, farm mechanics, and technology usually enrolled boys, while girls tended to enroll in programs in agricultural homemaking, clothing and textiles, home crafts, food technology, and vocational agriculture. Some agricultural schools offered specialized programs in chicken and duck raising, corn and sorghum production, rice production, and vegetable seed production.

Fishery secondary schools offered programs in catching, raising, and processing fish, the first two for boys only. Industrial secondary school programs were designed to teach students to work with their hands, to use basic tools and equipment, and to acquire a skilled trade. They included automotive mechanics, baking, building construction, dressmaking, furniture and cabinet making, industrial drafting, printing, and a variety of other fields.

Home industry secondary schools offered programs in cosmetology, dressmaking, embroidery, hair culture, handicrafts, masonry, radio mechanics, woodworking, and other fields. There was some overlap between industrial and home industry programs, with a general difference in emphasis; home industry schools trained craftspersons primarily for cottage industries rather than for out-of-home employment.

In 1973 a revised secondary school curriculum was mandated for all schools. It contains a vocational component. Vocationally oriented schools continue to offer specialized curricula via vocational electives (in addition to or instead of academic electives). Some schools offer courses in more than one vocational area, while others offer only one.

Special Schools

The *Jose Fabella Memorial School, the School for Crippled Children* at the National Orthopedic Hospital, and the *School for the Deaf and Blind* were established by the Ministry of Education and Culture to meet the needs, respectively, of the mentally retarded; the physically handicapped; and those with sight, hearing, and speech impairments.

Some other schools in the Metro Manila area offer special programs at either the elementary or secondary level: *Madrigal Village School, Marillac Hills School, Elks Cerebral Palsy School, Nayon ng Kabataan* (Village of Children), *Special Tahanan* (Home) *of Manila,* and *Elsie Gaches Village School.*

Special education teachers usually teach at more than one school because of the lack of adequately trained teachers for each area of special education. Between visits of the special education teacher, these students attend classes for normal children or are tutored by some advanced pupils. Children thought to be educable for simple vocations are accepted and trained at government expense.

Unusual Private Schools

Fifteen private schools offer eleven-year programs (by including grade 7 in elementary school) or twelve-year programs (by requiring a preparatory year in place of kindergarten prior to grade 1, plus grade 7). They enroll only a very small segment of all elementary and secondary school students and account for less than 5 percent of the high school graduates each year.

Graduates of these schools are admitted to Philippine colleges and universities as beginning freshmen. They enroll in the same courses as graduates of the regular ten-year schools. The extra year of elementary-secondary education which they have completed is considered to give them better quality of preparation for college-level work, but not to have carried them any further as far as level of education is concerned.

Chinese Schools

Filipinos of Chinese origin wish to maintain and pass on to their children their own cultural heritage. Following diplomatic discussions between Taiwan and the Philippines in 1956, it was agreed that Chinese schools could add special subjects to the curricula, as long as they carried all of the basic government-prescribed courses. In 1964 there were 157 private Chinese schools and one college: *Chiang Kai-Shek College* in Manila.

The 1975 constitution prohibits any school from serving only aliens. Each school must now be fully controlled and administered by Philippine citizens, and aliens can represent no more than one-third of the enrollment.

U.S.-Style Schools

The *Manila International School* was established in 1920 as the *American School* by American and British residents, primarily to serve dependents of foreign diplomatic personnel and other temporary residents. Its name was changed in 1970. It is exempt from some of the regulatory provisions of the new Philippine constitution. It was accredited by the (U.S.) Western Association of Schools and Colleges in 1970.

The *Manila International School* offers coeducational day classes from kindergarten to grade 12, including a college-preparatory curriculum comparable to those offered in selective schools in the United States. English, French, German, and Spanish language courses are offered, as well as advanced courses in biology, chemistry, physics, and mathematics. Typing and music are considered extra courses.

A placement examination is given to every applicant for admission, and acceptance is subject to the recommendation of the superintendent. The largest number of students are American, but forty other nationalities are also represented, including Filipinos. Unlike other Philippine schools, its academic year is August to May.

Brent School in Baguio and *Faith Academy* in Cainta enroll both boarding and community students. They offer grades K-12 on the American 8 + 4 pattern, with a college preparatory curriculum. *Cebu International School* in Cebu City and *Dole Elementary School* in Cotabato are commuter schools offering grades K-8. There are also some U.S. Department of Defense schools operated by the U.S. Armed Forces for dependents of U.S. military personnel stationed in the Philippines.

Filipino students enrolled in these schools follow a modified program. Those planning to enroll in Philippine high schools leave the U.S.-style school after grade 6. Those planning to enroll in Philippine postsecondary institutions usually leave the U.S.-style school after grade 10.

NONFORMAL EDUCATION

Nonformal education programs have been developed to provide functional literacy, vocational and occupational skills, leadership training for nonformal education staff members and community leaders, civic and citizenship training, and cultural and recreational training. Special efforts are being made to provide nonformal education to the out-of-school, illiterate and semiliterate, unemployed and underemployed youth and adults to enable them to earn a better living.

Nonformal education is the responsibility of the Deputy Minister of Education and Culture in charge of nonformal education, who coordinates the nonformal education programs of all bureaus, units, state and private colleges and universities under the Ministry of Education.

TEXTBOOKS, LIBRARIES, AND EQUIPMENT

Shortages and uneven distribution of books and equipment is a major problem. Beginning in 1976, the Educational Development Projects Implementing Task Force (EDPITAF), the Book Center of the University of the Philippines, and various publishing companies have been working to produce new textbooks. The goal is to provide one textbook for every two elementary and secondary school students.

EVALUATION OF TRANSCRIPTS

The most common Secondary school grading scales are illustrated in Table 3.

TABLE 3. SECONDARY SCHOOL GRADING SCALES

Percentage	Letters	Numerical Equivalent**	Description	Narrative Rating System	Suggested U.S. Equivalent
97-100	A	1.00	Excellent	O Outstanding	A
94-96	A-	1.5	Very Good		A
91-93	B+	1.75	Good	VS Very Satisfactory	A-
88-90	B	2.00	Above Average		B+
85-87	B-	2.25	Average	S Satisfactory	B-
80-84	C+	2.5	Below Average		C
75-79	C or D*	3.00 or 3.50	Barely Passing	MS Moderately Satisfactory	D
0-74	D* or F	4.00 or 5.00	Failure	M Needs Improvement	F

*A grade of D may be a failing grade in some schools, but barely passing for others.

**Some schools use 5 as the highest grade, with 1 the lowest.

The academic unit in the secondary schools is measured by a full hour. A one-unit subject meets three hours or 180 minutes a week throughout the year, while a two-unit subject meets five hours or 300 minutes a week throughout the year. (In the United States a one-unit course usually meets 40-50 minutes per day five days per week, for a total of 200-250 minutes per week per unit.)

The minimum number of school days in a school year is 185 (compared to 180 in the United States). The hours attended per week for each year of secondary school are shown in Table 4.

Total hours for the ten-year elementary-secondary program in the Philippines are 12,573 1/3. The total for grades 1 through 12 in the United States varies from state to state; the national average is 10,710.

TABLE 4. TIME ALLOTMENT IN SECONDARY SCHOOLS

	Hours Per Week		Hours Per School Year	
	Philippines	U.S.	Philippines (40 Weeks)	U.S. (37 Weeks)
First Year	27	32.5	1080	1202.5
Second Year	28	32.5	1120	1202.5
Third Year	33	32.5	1320	1202.5
Fourth Year	33	32.5	1320	1202.5
Total	121	130.0	4840	4810.0

TERTIARY EDUCATION

ORGANIZATION AND STRUCTURE

Higher education dates to the early seventeenth century, when colleges were established for the sons of the Spanish community. Both the *University of San Carlos* and the *University of Santo Tomas* were awarding degrees before the establishment of *Harvard University*, the oldest in the United States. The first institution established along U.S. lines is the *University of the Philippines*, in 1908.

As a result of U.S. control of the Philippines (from 1898 to 1946), the U.S. educational system has had a great influence on all levels of education in the Philippines, including higher education. However, adaptations and modifications have been made to meet the needs of a developing country.

Higher education is the direct responsibility of the national government. The Ministry of Education and Culture, through its Bureau of Higher Education, coordinates programs of higher education and implements the policies and standards set by the Minister and by the National Board of Education. The reporting lines are illustrated in Figure 2.

In certain professional fields of study, national board examinations are required in order to practice legally. The examinations are prepared and adminstered by professional licensing boards composed of government officials and practicing members of the profession.

Board examinations apply to the following fields: accounting, architecture, chemistry, dentistry, dietetics, engineering, forestry, medical technology, medicine, midwifery, nursing, pharmacy, and veterinary medicine. Examinations for teachers are administered by the National Board for Teachers. The examination for the practice of law is administered by the Supreme Court.

The professional licensing boards may recommend to the Ministry of Education and Culture changes in professional curricula. If approved by the Minister, the changes become mandatory for all tertiary institutions that offer degree programs in the field involved.

Similarly, educational associations concerned with nonboard curricula can suggest curricular changes. For example, the Philippine Association of Collegiate Schools of Business recommended changes in the official business curriculum which were implemented by the ministry.

PUBLIC INSTITUTIONS

In 1975 there were 117 public tertiary-level institutions; in 1978 there were 290; 14 universities, 141 colleges and schools, 96 technical/vocational schools, and 39 community colleges.

Public institutions enrolled only 17 percent of all tertiary-level students during the 1977-78 academic year. Two institutions (the University of the Philippines and Mindanao State University) receive most of the financial support allocated by the national government to tertiary education.

Some public institutions are highly selective, some are moderately selective, and some are nonselective. Some specialize in vocationally related programs, for example, *Biliran National Agricultural College, Cebu School of Arts and Trades, Mindanao School of Fisheries, Palawan Teachers College*, and *Philippine Armed Forces Flying School.*

Forty-seven universities and colleges have charters making them autonomous and authorizing them to award their own degrees. The 243 nonchartered public institutions must obtain specific authorization from the Ministry of Education and Culture before each individual certificate, diploma, or degree can be awarded. (This procedure also applies to all private tertiary-level institutions.)

Public universities, colleges, junior colleges, and schools offer both two-year associate degree programs and four-year bachelor's degree programs. (Bachelor's degree programs in architecture, engineering, and pharmacy generally require five years of study.) Some also offer master's degree programs, and some of the universities offer doctoral programs as well. The thirty-nine community colleges are an outgrowth of *barangay* high schools. Most of them offer special one-year postsecondary programs; some also offer two-year programs in education, liberal arts, and midwifery. Some high schools offer two-year postsecondary programs, especially in agriculture, and some junior colleges offer bachelor's degree programs.

PRIVATE INSTITUTIONS

In 1978 there were 707 private tertiary institutions: 46 universities, 490 colleges and schools, and 171 technical/vocational schools. Approximately half are operated by religious groups, mostly Roman Catholic. Baptist, Mormon, Presbyterian, and other Protestant groups are also represented. Most institutions are ecumenical, and it is not unusual for a student professing one religious belief to enroll in an institution operated by another.

Proprietary institutions are the second largest group. Some were established by affluent families who wished to provide educational opportunities for local youth. Some were established as business enterprises and are publicly owned stock corporations.

There are a few nonprofit, nonreligious institutions. They are officially called "foundations," such as *Baguio Colleges Foundation* and the *Gregorie Araneta University Foundation*. In order to qualify for tax-exempt donations, they must follow rules established by the Philippine Securities and Exchange Commission.

Private institutions enrolled 83 percent of all tertiary-level students during the 1977-78 academic year. Many offer preprimary, elementary, and secondary school programs as well as undergraduate and graduate certificate, diploma, and degree programs.

Some private institutions are highly selective, some are moderately selective, and some are nonselective. No private institutions have charters. All must obtain specific authorization from the Ministry of Education and Culture before each individual certificate, diploma, or degree can be awarded (except in programs which have been accredited; see this page. The approval is noted on each student's transcript of grades by way of a "special order number." Before the special order is granted, the approval of the academic program involved is verified, and a check is made to determine that the student has satisfactorily completed all courses specified by the Ministry of Education and Culture. In the case of master's and doctoral degrees, the Ministry of Education and Culture sends an official representative to the institution to participate in the student's oral defense of the thesis or dissertation.

A private college that wishes to apply for university status must meet a set of requirements different from those applying to a public institution. The regulations include the following:

1. Prior recognition of bachelor's degree programs in liberal arts and sciences or in education
2. Prior recognition of bachelor's degree programs in at least three professional fields of study, one of which must be agriculture, medicine, or technology
3. Prior recognition of a master's degree program in liberal arts and sciences or in education
4. Maintenance of a professionally administered library of at least 10,000 bound volumes of collegiate books, at least 10 percent of which must be in Filipiniana
5. Prior operation and official recognition from the Ministry of Education and Culture for a period of at least five years prior to the request for elevation to university status

ACCREDITATION

Official approval from the Ministry of Education and Culture is required in order for any school to operate. Accreditation is a private process designed to encourage academic institutions to meet higher than minimum standards of quality. The idea of accreditation dates back to 1949, when a joint Congressional committee tried to find ways to improve standards for government recognition of institutions. However, it was only in 1954 that a set of criteria was established for the accreditation of schools. In that year the Catholic Educational Association of the Philippines (CEAP) formed a Committee on Accreditation, which became a separate organization, the Philippine Accrediting Association of Schools, College, and Universities (PAASCU), in 1957 and was given official recognition by the Department (now Ministry) of Education and Culture.

Accreditation has not been of major importance in the past because the benefits (primarily an exemption from the requirement for special orders for each degree and automatic approval to operate for each summer term) were not considered worth the cost in terms of time and money. However, under the new organization of the Ministry of Education and Culture, self-regulation (accreditation) is being encouraged for private collegiate institutions. Accredited institutions will have a considerable amount of prestige and autonomy, and thus it is anticipated that many institutions will now apply for accreditation.

In the Philippines, accrediting agencies are thus far involved in accrediting programs, not institutions. The accreditation process is similar to that in the United States. An institution is first an applicant for accreditation, then a candidate. A self-survey is required, covering the following:

Purpose and objectives
Faculty
Instruction
Library
Laboratories
Physical plant
Student services
Administration

Following a review of the self-survey, an official team of accreditors visits the institution and submits a written report to the accrediting association. If the report is positive, accreditation is granted for three years. After another survey, accreditation is granted for five to seven years. Reaccreditation then occurs every five to seven years.

The three associations currently involved with accreditation are described in the following paragraphs. Those tertiary institutions which have one or more accredited programs are identifed in Appendix C.

1. Association of Christian Schools and Colleges (ACSC)
c/o Philippine Christian University Compound,
Taft Avenue, Manila, Philippines

ACSC was organized in 1946 to represent the interests of Protestant and evangelical church-related institutions. It promotes the interests of Christian education by serving as a liaison with agencies of the Ministry of Education and Culture and other government offices. It also assists students with their applications for national board examinations for engineering, law, nursing, and other professions; assists member schools in evaluating foreign student credentials; helps to distribute foreign donated books; and acts as a purchasing agent for member schools for books and laboratory equipment.

In 1977, ACSC established a subdivision, the ACSC Accrediting Agency, to serve as an accrediting body for Protestant and evangelical church-related schools. The ACSC-AA has received financial support from the Fund for Assistance to Private Education (FAPE). ACSC-AA accredits the institution for the first two years of tertiary study and specific academic programs beyond the second year. The first three programs were accredited in 1978.

2. Philippine Accrediting Association of Schools,
   Colleges and Universities (PAASCU)
   2067 Herran Street, Sta. Ana, Manila, Philippines

After undertaking self-surveys and being visited by accrediting teams, eleven colleges incorporated in December 1957 to form PAASCU. It is a private association of educational institutions.

PAASCU presently accredits elementary schools (beginning 1971), secondary schools (since 1965), and college-level programs. Accreditation standards and procedures have been developed for programs in agriculture, commerce, education, engineering, law, liberal arts, and nursing. Standards and procedures for accrediting technical and graduate programs were expected to be ready for application during the 1979-80 academic year. By December 1978, PAASCU had accredited one or more programs at twenty-eight postsecondary institutions, plus twenty-seven secondary schools and twenty elementary schools.

3. Philippine Association of Colleges and
   Universities (PACU)
   Room 244, Isabel Building, España, Manila, Philippines

Established in 1930, PACU is a national, nonpolitical, voluntary, nonstock, and nonprofit organization of schools, colleges, and universities. Originally called the Association of Filipino Private Universities and Colleges (AFPUC), it changed its name in 1947, because it planned to admit public institutions to membership. Although the original members were private nonsectarian institutions, private sectarian institutions that share its policies and subscribe to its ideals, aims, and objectives are now also admitted.

PACU's current membership comprises ninety-nine institutions with a combined college enrollment of approximately 500,000 students, more than one-half of the national total.

In order to become a member of PACU, an institution must have been in operation for at least five years. Its membership must be sponsored by a PACU member institution. It must have reputable standing in the community, have its own site and buildings, have democratic administrative and teaching staffs, pursue the goals and objectives of Philippine education as embodied in the Philippine constitution, and be financially stable. Election to membership requires approval of four-fifths of the PACU member institutions.

PACU maintains a liaison staff to represent its member schools before the Ministry of Education and Culture, the National Board of Education, and the Fund for Assistance to Private Education. It also organizes workshops, conferences, and seminars. Member schools can receive PACU technical assistance on planning and development, curriculum development, standards for faculty salaries, and faculty rankings and classification. PACU also assists members in the recruitment and placement of faculty members and administrative personnel, conducts studies and research on education, and draws up position papers on fundamental issues confronting Philippine education.

PACU has recently established an independent Commission on Accreditation (PACU-COA) for accrediting its members. The commission, composed of seven members, is organized on the American model of voluntary accreditation. By December 1978 it had accredited one or more programs at four universities.

OTHER PRIVATE ORGANIZATIONS INVOLVED IN TERTIARY EDUCATION

There are a number of organizations involved in efforts to improve tertiary education, but not serving as accrediting agencies.

1. Catholic Educational Association of the
   Philippines (CEAP)
   Pius XII Catholic Center, United Nations Avenue,
   Manila, Philippines

CEAP was organized in 1941. It is the national voluntary association of Catholic institutions and provides the following services: serves as liaison with agencies of the Ministry of Education and Culture and other government offices, monitors government proposals that might affect Catholic education, sponsors conferences and seminars for member teachers and administrators, helps distribute books provided by donor agencies, publishes the quarterly *Catholic Teacher* and the monthly *CEAP News*, and administers local scholarship programs.

CEAP members are Catholic seminaries, universities, colleges, secondary and elementary schools. Combined student enrollment of the 1,108 CEAP member schools in 1978 was approximately 1,175,000.

2. Coordinating Council for Private Educational
   Associations (COCOPEA)
   Room 244, Isabel Building, España, Manila, Philippines

COCOPEA was established in 1961. It coordinates the activities of the Association of Christian Schools and Colleges (ACSC), the Catholic Educational Association of the Philippines (PACU), and two new associations: the Philippine Association of Private Schools, Colleges and Universities (PAPSCU) and the Philippine Association of Private Technical Institutes (PAPTI). It thus represents the interests of all involved in private education. It pays particular attention to government proposals concerning private education. It helped to draft bills under the premartial law Congress and cooperated with the Departments (now Ministries) of Education and Culture and of National Defense in adopting rules allowing private schools, colleges, and universities to reopen after the declaration of martial law in September 1972.

The presidency of COCOPEA rotates annually among the heads of its five associations. The COCOPEA secretariat has received financial support for its operations from the Fund for Assistance to Private Education (FAPE).

3. Federation of Accrediting Agencies of the Philippines (FAAP)
MCC P.O. Box 947, Makati, Metro Manila, Philippines

In 1970 the Presidential Committee to Survey Philippine Education recommended the organization of a Federation of Accrediting Associations. This recommendation was included in the Educational Development Decree of 1972, thus making accreditation one of the legal methods for upgrading the standards of education.

In 1977 the three existing accrediting agencies (ACSC-AA, PAASCU, and PACU-COA) organized the Federation of Accrediting Agencies of the Philippines (FAAP) to promote both the upgrading of educational quality through accreditation and cooperation between the agencies and their member schools. FAAP does not actually accredit educational institutions or academic programs. Instead, it coordinates the policies, standards, programs, and procedures of the three accrediting agencies. In 1979, FAAP was recognized by the Ministry of Education and Culture as an organization officially authorized to coordinate accrediting activities in the Philippines.

4. Fund for Assistance to Private Education (FAPE)
Concorde Condominium, MCC P.O. Box 947, Legaspi Village, Makati, Rizal, Philippines

FAPE was established in 1968 by an executive order of the president of the Philippines. It administers a trust fund made up of the balance of the World War II rehabilitation payment authorized by the U.S. Congress. Earnings from the trust fund are used to assist private education in the Philippines by supporting various projects and grants.

FAPE has concentrated on assisting private education by focusing on several themes, among them: accreditation, educational policy formulation and information, graduate centers, student recruitment, career choice, and a retirement annuity program for private educational personnel. It funded the publication of the *Philippine Atlas* and publishes a quarterly journal, the *FAPE Review*. It also sponsors educational conferences, workshops, and seminars. FAPE personnel developed the original National College Entrance Examination (NCEE). FAPE has given financial assistance to ACSC-AA, COCOPEA, FAAP, PAASCU, and PACU-COA.

5. Philippine-American Educational Foundation (PAEF)
P.O. Box 151, Manila, Philippines

By an executive agreement signed in 1948 between the government of the Republic of the Philippines and the government of the United States of America, the Philippine-American Educational Foundation was created to administer binational exchange under the Mutual Educational Exchange Program (Fulbright-Hays Act). It also administers the East-West Center scholarship programs, has a counseling service for Filipinos wanting to study in the United States, and provides an information service about Philippine education for American students, faculty and admissions officers.

6. Philippine Association of Collegiate Schools of Business (PACSB)
c/o Dr. Mercedes M. Lenterio, San Sebastian College, Manila, Philippines

The Philippine Association of Collegiate Schools of Business was established in 1962. It is concerned with upgrading and improving business education. It recommends revision of curriculum content to the Ministry of Education and Culture, conducts seminars and workshops for faculty growth and development, and establishes liaisons with business and industry for the development of practicum opportunities for students.

7. Philippine Association of Graduate Education (PAGE)
c/o Arellano University, Legarda, Manila, Philippines

The Philippine Association of Graduate Education was established by a group of educators concerned about the quality of graduate programs. It operates at the regional level to promote the accreditation of graduate programs, the effective utilization of facilities, and the avoidance of duplication. PAGE has requested that the Bureau of Higher Education consult with the PAGE regional representative before any new graduate program is approved in a region.

8. Philippine Association of State Universities and Colleges (PASUC)
c/o Ministry of Education and Culture, Manila, Philippines

The forty-seven chartered public institutions are members of the Philippine Association of State Universities and Colleges, a coordinating organization recognized by the Ministry of Education and Culture. The Director of Higher Education represents the minister and serves as the coordinator of PASUC.

NATIONAL COLLEGE ENTRANCE EXAMINATION (NCEE)

In addition to a high school diploma, each applicant for admission to a university-level program of four years or longer duration (that is, a bachelor's degree program) must submit scores from the National College Entrance Examination (NCEE). This examination was developed by the Fund for Assistance to Private Education, in cooperation with the Department (now Ministry) of Education and Culture. It was first administered in November 1973 to students applying for admission to the 1974-75 academic year. In 1975 administration of the NCEE became the responsibility of the newly established National Educational Testing Center (NETC) of the Ministry of Education and Culture.

The NCEE is administered on the same date in 1,300 examination centers located throughout the Philippines. Graduates of all types of high school programs may take the NCEE. However, those who have chosen academic electives generally do much better. Each year approximately 97 percent of the high school graduates take the NCEE.

The NCEE is a three-hour scholastic aptitude test of about 300 items in seven subtests covering four areas: reasoning ability, mathematical ability, verbal ability, and reading comprehension. The test is summarized in a General Scholastic Aptitude Score (GSA). The percentile rank for this score is used by Philippine institutions for admissions purposes. The score range for all parts of the examination is 200 to 800, with a mean of 500 and a standard deviation of 100. See next column for a sample score report.

Each year, after the examination is administered, a GSA cutoff percentile score is decided upon by the NCEE Advisory Board. Enrollment projections, space availability in institutions of higher education, manpower needs, and other factors are considered in determining the cutoff score. In 1973 the cutoff score was at the twenty-fifth percentile; in 1974, 1975, 1976, 1977, and 1978 it was at the thirtieth percentile. In 1979 it was at the thirty-fifth percentile.

Students who score at or above the cutoff score are eligible to enroll in bachelor's degree programs. Students who score below the cutoff score are eligible to enroll in vocational/technical programs below the bachelor's degree level. They may not be admitted to bachelor's degree programs unless they attain a satisfactory NCEE score on another attempt. (There is no limit to the number of times a student may take the NCEE.)

The NETC reports the following distribution of NCEE percentile scores for 1977:

PERCENTILE SCORE	% OF STUDENTS
Above 75	26.49
51-75	25.46
35-50	16.21
30-34	4.85
25-29	4.74
0-24	24.04

NGEE scores are reported four months after the test date. The use of optical scanning equipment in the future may reduce the delay to four weeks.

OTHER ADMISSIONS REQUIREMENTS

Some Philippine colleges and universities require applicants to sit for their own entrance examinations in addition to the NCEE. Some also require an interview and letters of recommendation. Some institutions require a higher NCEE score for admission to certain fields of study than the government-mandated minimum score, in order to limit admission in popular fields or to eliminate those who have expressed an interest in a certain field but who do not have sufficient aptitude for academic success in it. In some fields at some institutions, for example, the eighty-fifth percentile is required; in others, as high as the ninety-fifth percentile.

Some institutions follow a policy of open admission but selective promotion. They admit all applicants who have achieved the Ministry-mandated minimum score on the NCEE into a two-year program of general studies. Only those who achieve a specified standard set by the institution in required courses are permitted to continue in certain degree programs. This has the effect, for example, of permitting a student who is weak in mathematics or sciences to continue working toward a bachelor's degree, but not permitting continued enrollment in engineering or science as a major field.

Foreign students who seek admission to Philippine bachelor's degree programs must meet regular NCEE requirements and TOEFL requirements set by the Ministry of Education and Culture (Generally a minimum of 500).

UNIT SYSTEM

Units (credits) are granted on a basis similar to that used by U.S. colleges and universities. One unit is one hour of lecture or three hours of laboratory per week per academic term. Bachelor's degrees require from 130 to 225 semester units, with the total required varying from institution to institution and from field to field. Some courses are included in degree requirements because of regulations of the Ministry of Education and

Culture, while others are included because of the philosophy of education of the specific academic institution.

The average academic load is 18 to 22 units per semester, depending upon the curriculum. Many students enroll in seven or eight courses per semester. This is more than the usual course and credit load in the United States. It is recommended that Philippine units be multiplied by three-fourths to convert to U.S. semester hours of credit. They can be taken at face value for approximate quarter hours of credit. Alternatively, Philippine units can be converted to U.S. semester hours of credit by:

1. Comparing the syllabus for each Philippine course to syllabi for U.S. courses. When a Philippine course syllabus closely parallels a U.S. course syllabus, credit can be granted for that course.
2. Basing transfer of credit decisions on the results of validating examinations.

LANGUAGE OF INSTRUCTION

Despite the official movement toward bilingualism, which requires Pilipino as the only medium of instruction for all courses in health, home economics, practical arts, and social studies by 1982, many tertiary institutions still use English as the principal language of instruction. Only a few institutions had introduced significant bilingual programs in English and Pilipino by 1978. However, as teachers and textbooks are prepared in Pilipino, it will become the language of instruction in most courses at the tertiary level, except for courses in science and mathematics. These changes are likely to occur more quickly in Tagalog-speaking regions (including Metro Manila) than in other areas where Pilipino is still basically a foreign language.

Many tertiary institutions outside of Metro Manila find that applicants from rural public high schools are not able to read, write, or speak English adequately for tertiary work. Some have introduced English 0 or English 1 and 1A to remedy this situation. These are noncredit courses meeting three hours per week. Some institutions require them of all new students; others require them only of students whose English proficiency has been evaluated as weak.

GRADING SCALES

Most grade reports show the grading scale which was used. The following scale can be used to interpret transcripts which do not carry grading scales.

PHILIPPINE GRADING SCALES		SUGGESTED U.S. EQUIVALENT
1.0-1.5	92-100	A
1.6-2.0	85-91	B
2.1-2.5	80-84	C
2.6-3.0	75-79	D
3.1-5.0	0-74	F

CERTIFICATES, DIPLOMAS, AND DEGREES

The following are the most common Philippine university-level certificates, diplomas, and degrees:

Undergraduate Education

1. Certificate or Diploma

   Awarded upon completion of programs requiring from six months to five years of study. Most of these programs are terminal in nature.

2. Associate Degree

   Awarded upon completion of two years of study. Graduates can either enter employment or transfer into a bachelor's degree program.

3. Graduate Nurse (G.N.)

   Formerly awarded upon completion of one year of prenursing study at a college or university, plus three years of study in a hospital school of nursing. Since 1977, shortened to one year of prenursing plus two years and one summer of nursing study.

4. Bachelor's Degree

   Awarded upon completion of four to five years of undergraduate study at a college or university. (Prior to 1977, bachelor's degree programs in some fields of study required four years at some institutions, five years at others. Ministry regulations have since eliminated most variations of this type.)

Graduate Education

1. Certificate or Diploma

   Awarded upon completion of one or two years of study beyond the bachelor's degree.

2. Master's Degree

   Awarded upon completion of one or two years of graduate study, depending upon the field of study. Some master's degree programs require a thesis, some do not.

3. Doctor of Business Administration (D.B.A.)
   Doctor of Mathematics Education (D. Math. Ed.)
   Doctor of Public Administration (D.P.A.)
   Doctor of Education (Ed.D.)
   Doctor of Philosophy (Ph.D.)

   Terminal academic degrees, awarded upon completion of two or three years of study beyond the master's degree. A dissertation is a regular requirement of doctoral programs.

Professional Education

1. Doctor of Dental Medicine (D.D.M.)
   Doctor of Optometry (O.D.)
   Doctor of Veterinary Medicine (D.V.M.)

   Awarded upon completion of six years of study: two preprofessional and four professional.

2. Bachelor of Laws (LL.B.)

   Awarded upon completion of four years of prelaw and four years of law.

3. Doctor of Medicine (M.D.)

   Awarded upon completion of eight years of study: four premedicine, three medicine, and one clinical clerkship.

ACADEMIC CURRICULA

Agriculture and Forestry

Many of the colleges of agriculture were first established as vocational secondary schools and then upgraded to university level in the 1960s and 1970s. Some agricultural (vocational) high schools currently offer two-year postsecondary agricultural programs in agribusiness, agricultural industry, and agricultural technology. These programs are expanding rapidly, partly because agricultural education is currently given high priority by the Ministry of Education and Culture and partly because there are abundant employment opportunities in government, agribusiness, agri-industry, and in other developing countries in Asia and Africa at wages higher than those attained by postsecondary and university graduates in most other fields.

The rapid expansion of postsecondary programs offered by secondary schools is drawing both financial support and enrollment away from colleges of agriculture. Many of them are experiencing difficulties in improving and, in some cases, in maintaining the quality of their faculty, library resources, and facilities.

Some colleges of agriculture offer a one-year certificate program in farm mechanics and a two-year associate degree upon completion of the first two years of a four year bachelor's degree program in agricultural technology or fishery technology. Bachelor's degree programs currently offered include the Bachelor of Science in Agriculture (B.S.A.) with a major in agribusiness, agricultural engineering, agronomy, animal husbandry, fish production, or horticulture; Bachelor of Science in Agricultural Education (B.S.A.Ed.); Bachelor of Science in Agricultural Homemaking (B.S.A.H.Ed.); Bachelor of Agricultural Technology (B.Ag.Tech.); Bachelor of Science in Fishery Education (B.S.F.E.); and Bachelor of Science in Forestry (B.S.F.). Basic veterinary science skills are incorporated in the major in animal husbandry.

Architecture

Prior to 1978 a five-year program requiring a minimum of 200 units led to the degree of Bachelor of Science in Architecture (B.S.Arch.). Because of dwindling enrollments, many architecture programs were reduced to four years, beginning with the 1978-79 academic year. However, some programs still require five years.

There is also a two-year terminal program leading to a Certificate in Architectural Drafting, a two-year program leading to the degree of Associate in Architecture, a four-year program leading to the degree of Bachelor of Industrial Design, and a two-year graduate program leading to the degree of Master of Architecture. Graduate majors are offered in architectural design, architectural science, community architecture, and housing. The master's degree requires 36 units of course work and 6 units of thesis.

Art

A variety of majors are offered within the field of art, such as:

Advertising
Art Education
Art History
Decoration
Graphic Arts
Interior Design
Painting
Visual Communication

Some programs lead to a certificate or diploma, others to a degree. The following are the most common:

Certificate in Fine Arts
Artist Diploma
Associate in Fine Arts
Bachelor of Fine Arts
Bachelor of Science in Fine Arts

Arts and Sciences

Bachelor's degree programs are offered in a wide variety of fields. Minimum unit requirements for the major may be as low as 36 or as high as 60, depending upon how closely the courses required by the Ministry of Education and Culture fit with those required by the individual institution because of its own philosophy of education. There are rarely any elective courses within the major. Occasionally there are some electives within the overall degree program.

The Ministry requires a minimum of 124 units for a bachelor's degree. However, institutional requirements usually add a significant number of units, so that most bachelor's degrees require 144 to 164 units. Some four-year bachelor's degree programs require as many as 186 units, and some two-year preprofessional programs, such as predentistry, require 98 units.

Some college of arts and sciences offer sequential curricula which permit graduation at intermediate stages. For example:

1. A two-year associate degree program in industrial psychology, followed by
   A two-year bachelor's degree program in industrial psychology
2. A two-year Tour Guide Associate degree program, followed by
   A one-year Tour Coordinator Diploma program, followed by
   A one-year bachelor's degree program in tourism
3. A two-year associate degree program in radio/T.V. broadcasting, followed by
   A one-year diploma program in radio/T.V. production, followed by
   A one-year bachelor's degree program in broadcast journalism
4. A two-year associate degree program in print communication arts, followed by
   A one-year diploma program in editorial management, followed by
   A one-year bachelor's degree program in business journalism
5. A one-year Library Assistant Certificate program, followed by
   A one-year Library Technician Certificate program, followed by
   A one-year Associate Librarian Diploma program, followed by
   A one-year bachelor's degree program in library arts

Business Administration and Commerce

Generally speaking, "commerce" refers to the broad academic field while "business administration" refers to one of the areas within the field, specifically the area of "management." However, "business administration" is used to refer to the broad academic field by some institutions, especially those which use U.S. textbooks and teaching methods.

Although there are more colleges of liberal arts than of commerce, more tertiary students are enrolled in commerce than in any other field of study. Thus, the college of commerce is the largest division of almost every Philippine institution which has one. During the period 1977-1982, it is anticipated that 54.2 percent of all Philippine bachelor's degrees will be awarded in commerce. The primary reasons are more job opportunities, flexibility within the job market, and higher salaries.

Six-month certificate programs are offered in advertising, bookkeeping, clerical studies, cooperatives, food services, general office practice, office management skills development, retail merchandising, salesmanship, secretarial studies, warehousing, and a variety of other fields.

One-year certificate programs are offered in advertising, bookkeeping and cashiering, cooperatives, food services, general clerical operations, purchasing, records management, salesmanship, and tourist and travel services.

Two-year associate degree programs are offered in accounting, business management, general secretaryship, hotel and restaurant mangement, small business management, secretarial science, and a number of other fields.

Four-year bachelor's degree programs are offered with majors in accounting, advertising, agribusiness, applied economics, banking, business education, cooperative management, economics, finance, financial institution management, government accounting and auditing, hotel and restaurant management; management (sometimes called business management or business administration), management engineering, marketing, personnel management and industrial relations, secretarial administration, small industry management, tourism, and a number of other fields.

Some institutions offer a five-year program in liberal arts and commerce leading to a joint degree called Lia. Com.

Bachelor's degree requirements range from 144 to 180 units, with no electives. The five-year Lia. Com. B.S. (Bachelor of Science in Liberal Arts and Commerce) degree program requires 195 units.

Some institutions offer sequential curricula which permit graduation at intermediate stages. For example:

1. A two-year certificate program in basic banking, followed by
   A two-year bachelor's degree program in banking and finance

2. A two-year Economic Research Assistant Certificate, followed by
   A two-year bachelor's degree program in economics and development planning

3. A one-year certificate program in bookkeeping/cashiering, followed by
   A one-year associate degree program in accounting, followed by
   A one-year diploma program in business data processing, followed by
   A one-year bachelor's degree program in general accounting

4. A two-year certificate program in government accounting and auditing, followed by
   A two-year bachelor's degree program in government and general accounting

5. A one-year certificate program in salesmanship, followed by
   A one-year associate degree program in business management, followed by
   A two-year bachelor's degree program in business managment
6. A one-year certificate program in food services, followed by
   A one-year associate degree program in motel and restaurant management, followed by
   A two-year bachelor's degree program in hotel and restaurant management
7. A one-year certificate program in general clerical operations, followed by
   A one-year associate degree program in general secretaryship, followed by
   A one-year diploma program in legal, medical, or Pilipino secretaryship, followed by
   A one-year bachelor's degree program in office administration
8. A one-year certificate program in general clerical operations, followed by
   A one-year associate degree program in general secretaryship, followed by
   A two-year bachelor's degree program in business education
9. A two-year associate degree program in commerce, followed by
   A two-year bachelor's degree program in business education
10. A two-year certificate program in applied statistics, followed by
    A two-year bachelor's degree program in applied statistics

Approximately 51 percent of all commerce faculty are part-time, partly due to higher salaries in government service and private business, and partly because practical work experience is a highly regarded faculty attribute.

Only 1.6 percent of all commerce faculty hold a doctoral (D.B.A. or Ph.D.) degree. Another 21.7 percent hold a master's degree (the minimum academic requirement for tertiary faculty, according to ministry regulations).

Approximately 49 percent of commerce students have textbooks. The rest cannot afford to buy their own and have only limited access to textbooks in college libraries. Approximately 57 percent of textbooks currently in use were written by foreign authors, primarily Americans. Many Philippine institutions are trying to develop their own texts and case models, because American and other Western case models are considered to be too aggressive and at times inappropriate for an Asian business environment.

Dentistry

Prior to 1955 predentistry and dentistry together required four years. Since 1955 the Doctor of Dental Medicine (D.D.M.) degree has required two years of predentistry and four years of dentistry. Predentistry includes biological science, chemistry (inorganic and organic), humanities, physics, and social studies. Some students complete a bachelor's degree program prior to admission to dental school. (There is also a two-year program leading to a certificate as a dental technician.)

The dental curriculum includes courses in basic medicine, basic dentistry, clinical dentistry, and community dentistry, distributed as follows:

First year: biochemistry, dental materials, dental orientation, gross anatomy, histology and embryology, oral anatomy, and oral histology and embryology.

Second year: anaesthesiology, endodontics, general pathology, microbiology, oral physiology, orthodontics, prosthodontics, and restorative dentistry.

Third year: clinical dentistry, dental jurisprudence and ethics, diagnosis and treatment planning, hygiene and public health, nutrition, oral pathology (oncology), oral surgery, orthodontics, pedodontics, periodontics, pharmacology, practice management, preventive dentistry, principles of medicine, prosthodontics, and radiography (X-rays).

Fourth year: clinical dentistry, community dentistry and health education, hospital dentistry, oral medicine, oral surgery, pedo-orthodontics, prosthodontics, restorative dentistry, and technical composition.

Individual colleges of dentistry may modify both the curriculum and the sequence of courses. For example: in some colleges, microbiology is completed in the first year; orthodontics in the second year; anaesthesiology in the third year; and dental jurisprudence and ethics, history of dentistry (in place of dental orientation), hygiene and public health, practice management, and priciples of medicine in the fourth year.

Some subjects, such as oral pathology and prosthodontics, involve both lectures and laboratory work.

Examinations are written, oral practical, or clinical, depending upon the subject, and are held at the end of each semester. They are prepared by the faculty of the college of dentistry. A student who receives a conditional failure or an incomplete may take a "removal" examination, for which the only grades are "passed" and "failed." Failed courses must be repeated.

There are nine dental colleges: eight at private institutions, one at a public institution. The eight private colleges are supervised by the Bureau of Higher Education of the Ministry of Education and Culture. The public college is supervised by that university's board of regents. Graduates of each of the nine colleges of dentistry are required to pass the Board of Dental Examiners licensing examination before they can practice dentistry.

Dietetics, Foods and Nutrition, Hotel and Restaurant Management

Through 1977, the four-year Bachelor of Science degree program in dietetics was followed by a ten-month internship in an accredited hospital, with placement based upon qualifying examinations. When the internship was completed, the dietician took the Board of Dietetics Examiners licensing examination.

The internship program was abolished in 1977. Beginning in 1978, a six-month practical training program was incorporated into the fourth year of the Bachelor of Science degree program in dietetics. Students now graduate in March or April and take the board examination in July.

If the board examination is failed, it may be retaken up to a total of four attempts. If only one subject is failed, only that subject must be repeated. A student who fails the examination four times must complete a one-year refresher program before being permitted to try again.

There are a number of other four-year undergraduate and two-year graduate food-related degree programs:

1. Bachelor of Science in Foods and Nutrition
2. Bachelor of Science in Food Technology (a five-year program until 1977)
3. Bachelor of Science in Hotel and Restaurant Management
4. Master of Science in Foods and Nutrition
5. Master of Science in Food Science
6. Master of Business Administration with a major in hotel and restaurant management

Graduates of these degree programs obtain employment in the commercial food industry (fast food enterprises, hotels, industrial cafeterias, restaurants), community health organizations, hospitals, and primary schools (as teachers). Educational psychology and principles of education are incorporated into most curricula. Those who plan to teach thus must add only methods and practice teaching as electives.

A variety of short courses and inservice training workshops are offered in a variety of fields, such as cost reduction, extrusion, food equipment calibration and standardization, increasing productivity, and thermal processing. Two-year programs lead to a certificate as a dietetic technician or a commercial food service technician.

Education and Teacher Training

Because tuition and fees for teacher training courses are lower than those for other programs, the enrollment in colleges of education during the 1960s was greater than the need for teachers. As a result, there was a surplus of teachers for a time, and many were forced to seek employment in fields other than education.

In the 1970s, the situation changed. Expanded opportunities in business and tourism, combined with higher salaries in business and industrial fields and in some government ministries, resulted in greatly increased enrollments in colleges of commerce; and enrollments in teacher training programs dropped sharply. In 1978 there was a slight increase, but continued low salaries for most teaching positions discourage highly qualified high school graduates from pursuing a bachelor's degree in education.

In theory, an applicant for a college of education must rank in the upper half of the high school graduating class. However, lesser qualified students are being admitted by many institutions, and the attrition rate at some is as high as 50 percent.

In recent years women have dominated the teaching profession. During the academic year 1977-78, there were 8,699 men (22.4 percent) and 37,950 women (77.6 percent) enrolled in teacher training programs. There is a need for approximately 5,500 new secondary school teachers each year, and a far greater number of elementary school teachers. Because of the high attrition rate and because a number of teacher training program graduates are employed in fields other than education, there may be a shortage of teachers in the future unless salaries and fringe benefits are improved. There is already a great shortage of science teachers, especially in chemistry, physics, and mathematics.

In 1970 the Ministry of Education and Culture reduced the minimum number of units required for a four-year bachelor's degree in education to 156 (166-172 in vocational fields). However, many institutions impose additional requirements as a result of their own philosophies of education.

The following degree programs are offered (all units are stated in terms of ministry-mandated minimums):

1. Bachelor of Science in Agricultural Education (B.S.A. Ed.). 60 units general education, 18-25 specialization, 36 education, plus electives to total 166-172*
2. Bachelor of Science in Business Education (B.S.B. Ed.). 60 units general education, 18-25 specialization, 36 education, plus electives to total 166-172*
3. Bachelor of Science in Education (B.S.E.) for secondary school teaching. 93 units general education, 18-24 major, 9-12 minor, 30 education for a total of 156
4. Bachelor of Science in Elementary Education (B.S.E.

Ed.). 102 units general education, 18 specialization, 36 education for a total of 156

5. Bachelor of Science in Elementary and Secondary Education (B.S.E.S.Ed.). 85-91 units general education, 20-30 specialization, 31-32 education, plus electives to total 156
(This is a pilot program of the Ministry of Education and Culture, offered by a limited number of institutions. Graduates are qualified to teach in both elementary and secondary schools. Applicants are carefully selected, on the basis of high school grades and NCEE scores. In some institutions, students who fail one couse are required to transfer to the regular B.S.E.Ed. or B.S.E. program.)
6. Bachelor of Science in Fishery Education (B.S.F.Ed.). 60 units general education, 18-25 specialization, 36 education, plus elective to toal 166-172*
7. Bachelor of Science in Industrial Education (B.S.I.Ed.). 60 units general education, 39 specialization, 36 education, plus electives to total 166-172*

*Students who do *not* have a vocational high school background may be required to complete 120 hours of related work experience at the end of the first year. The general education courses include a variety of academic fields, but the emphasis is on those subjects which are relevant to the vocational area involved. In all four of these degree programs, far more emphasis is placed on science subjects than is true of the B.S.E., B.S.E.Ed., and B.S.E.S.Ed. degree programs.

The general education requirements include courses in art, English, health education, mathematics, music, natural science, philosophy and ethics, physical education, Pilipino, practical arts (technology or home economics), psychology (general), Rizal course (the life and teachings of the Filipino national hero), social science, and Spanish.

The education requirements include courses in educational foundations (including history, philosophy, and sociology of education); educational psychology (child and adolescent development and learning); educational research and evaluation (including tests and measurements); educational and vocational guidance; methods of teaching (both general and special); observation of and participation in teaching; and practice teaching. Some programs also include administration and supervision.

The course in observation and participation requires each student to observe the teaching methods of a number of competent teachers and to present a demonstration lesson at the end of the course. This three-unit course usually involves five hours per week for one term or ten hours per week for one-half term.

The practice teaching course is supervised by a college faculty member who places the student in a specific school, visits periodically to observe the student's performance, confers with the local supervising teacher, and conducts a practice teaching seminar. Each student must write a report summarizing the teaching experiences, with emphasis on probelms which were encountered.

Graduates of other bachelor's degree programs who wish to qualify as secondary school teachers can enroll in a special program in professional education. It requires 18 units. Similarly, B.S.E.Ed. graduates who wish to qualify for secondary school teaching can complete an 18-unit certificate of specialization in one academic field. (Some secondary school teachers complete a certificate program in order to add another field.)

There are a number of graduate programs in education, including Master of Arts in College Teaching, Master of Arts in Teaching, Master of Business Education, Master of Education, and Doctor of Education. A new master's degree program in nonformal education has recently been developed.

Engineering, Vocational, and Technical Programs

Although they are sometimes used interchangeably, the words "vocational," "technical," and "technological" usually refer to different types of educational programs. Some are closely related to engineering, some are not.

Vocational and technical programs. Vocational training is generally offered at the secondary level or in short-term, postsecondary certificate or diploma programs of one year or less. The secondary-level programs are described on pp. 141. The postsecondary programs are offered by private and public vocational schools and institutes and by some colleges and universities. The most common postsecondary programs are the following:

SIX MONTHS

Basic seaman training
Battery making and repair
Beauty culture
Bookkeeping
Clothing supervisor
Culinary arts
Dressmaking
Electric motor and generator service
Embroidery
Ground school for pilots
Hair culture
Pipefitting
Rewinding motors, generators, and transformers
Stenography
Tailoring (men's and women's)
Typewriting
Welding (gas and electric)

ONE YEAR

Air conditioning and refrigeration
Automotive mechanics
Carpentry
Clothing pattern maker
Diesel mechanics
Electronic serviceman
Farm mechanics
Junior electrician
Machine shop practice
Practical (applied) electricity
Radio mechanics
Secretarial studies
TV and electronics serviceman

Technical training leads to a certificate or diploma and generally requires one to three years of study. A wide variety of fields are involved:

Agricultural technician
Aircraft maintenance technician
Apparel trades technician
Applied electronics technician
Auto-diesel mechanics technician
Automotive technician
Boat-building technician
Broadcast technician
Building construction technician
Ceramics technician
Communication technician
Construction supervisor technician
Cosmetology technician
Drafting technician
Electric motor, generator, and transformer rewinding technician
Electricity technician
Electronics service technician
Fisheries technician
Food technician
Food trades technician
Foundry technician
Furniture and cabinet-making technician
Garment trades technician
General radio communication operator/technician
Handicraft technician
Heavy equipment operator/technician
Industrial arts technician
Industrial electrical technician
Industrial electronic technician
Industrial technician
Inland fisheries technician
Internal combustion engine technician
Junior building technician
Junior electronics technician
Machine shop technician
Marine electronics technician
Marine engineering technician
Marine fisheries technician
Occupational arts technician
Pattern-making technician
Purchasing technician
Records management technician
Refrigeration and air-conditioning technician
Senior building technician
Senior electrician
Senior electronics technician
Sheet metal technician
Stationary marine engineering technician
Teletype operator/technician
Television technician
Textile technician
Welding technician

Technology training leads to a two-year or three-year associate degree or to a three-year certificate or diploma. A variety of fields are offered:

Air-conditioning and refrigeration technology
Automotive technology
Building construction technology
Chemical technology
Civil technology
Electrical engineering technology
Electrical wiring technology
Electronics engineering technology
Geodetic engineering technology
Marine engineering technology
Marine technology
Marine transportation technology
Mechanical technology
Motor-rewinding technology
Plumbing technology
Power plant technology
Radiologic technology
Textile technology
Welding technology

Engineering and technical programs. There are 100 colleges of engineering; sixteen of them, all in Metro Manila, produce 60.5 percent of the graduates.

Associate degree programs in marine engineering require two years. Those in electrical engineering, electronic engineering, and marine transportation engineering all require three years. There are also three-year diploma programs in electrical engineering technology, electronics engineering technology, geodetic engineering, industrial technology, and trade technical education.

Four-year bachelor's degree programs are offered in electronics engineering, electronics technology, and mining engineering (there are also five-year programs in the latter field). Other engineering fields require five years for a bachelor's degree. Altogether, twenty-two major fields are offered:

Aeronautical engineering
Agricultural engineering
Air-conditioning and refrigeration engineering
Ceramics engineering
Chemical engineering
Civil engineering
Electrical engineering
Electronics and communications engineering
Geodetic engineering
Geology and geological engineering
Industrial engineering
Management engineering
Marine engineering
Mechanical engineering
Metallurgical engineering
Mining engineering
Plumbing engineering
Safety engineering
Seismology and earthquake engineering
Structural engineering
Textile engineering

The first two years of the bachelor's degree programs consist of a core of common subjects. The remaining two to three years are specialized.

There are some ladder curricula. For example: a one-year junior electrician certificate program, followed by a one-year senior electrician certificate program, followed by a one-year electrical engineering technology program, followed by a two-year bachelor's degree program in electrical engineering.

At the graduate level, Master of Engineering (M.Engg.) degree programs are designed to provide advancement opportunities through professional, scholarly, or academic achievement. Master of Science (M.S.) degree programs are research oriented and designed to produce scientists and university professors. Graduate majors include chemical engineering, civil engineering, computer science, electrical engineering, engineering sciences, environmental engineering, industrial engineering, mechanical engineering, metallurgical engineering, and nuclear engineering.

There is also a new graduate program in water resources engineering which leads to a Diploma in Engineering. It requires a minimum of 18 units of graduate course work.

Engineering is one of the most competitive fields. In order to be admitted to a bachelor's degree program, a student must have higher NCEE scores and school grades, especially in mathematics and science, than are required for other fields of study. Most colleges also require their own entrance examinations.

Diploma and certificate programs and associate degree programs generally do not require NCEE scores, and their applicants' grade averages are generally lower. Graduates of some of these programs can continue in a bachelor's degree program if they achieve a sufficiently high score on the NCEE. In some cases, units completed in a diploma or certificate program will be accepted toward bachelor's degree requirements, but such transfer of credit is not common.

Because the Philippine economy is strengthening its industrial sector, engineering and related programs have become very popular. During the past five years, enrollments in engineering have increased 15 percent per year. However, these increases have not been matched by corresponding increases in faculty, facilities, and equipment.

The curricular emphasis in engineering continues to be theoretical rather than experimental, resulting in lesser development of problem-solving skills. With some exceptions, laboratory facilities are weak and inadequate for the enrollments. Some schools invest in large industrial equipment rather than in laboratory demonstration models. Many libraries have inadequate resources, especially a shortage of technical volumes for graduate students.

The average student/teacher ratio is 50:1. College of engineering faculty members, especially those who teach advanced engineering courses, receive higher salaries than most other college professors. However, salaries paid by private industry are even higher, and thus colleges find it difficult to retain the most highly qualified engineers. This gap is partly filled by former professors who continue to teach part-time.

Vocational, technical, and technological training are all being emphasized at the present time. Secondary curricula were changed in 1972 to include some vocational components for all students and to upgrade the academic aspects of vocational school programs.

In June 1978 postsecondary programs were reorganized. The Philippine College of Arts and Trades (the oldest industrial school in the Philippines, established in 1901) was reorganized as the *Technological University of the Philippines*. It will work with the *Manila Technician Institute*, the *Bacolod Technician Institute*, the *Iligan Institute of Technology*, and ten Regional Manpower Training Centers (which offer short modular full-time and evening vocation programs) as a national polytechnic system. Other public and 171 private institutions that offer technical programs are required to follow similar curricula.

Twenty-four colleges of engineering have been selected to participate in a special funding program known as EDPITAF (Educational Development Projects Implementing Task Force). Funds from the Asian Development Bank and the Philippine government are used to improve equipment, facilities, libraries, and faculty. Several graduate scholarships are now available for faculty development, with funding provided by EDPITAF, the Don Tomas Mapua Memorial Scholarship Fund, the Fund for Assistance to Private F[illegible]tion, the National Science Development Board[illegible]the Asian Institute of Technology in Bangkok, Th[illegible]d.

Graduate Programs

Graduate education is supervised by the Bureau of Higher Education of the Ministry of Education and Culture, which sets minimum requirements for administrators, faculty, student/textbook ratios, admission, and graduation. Beginning with the 1975-76 academic year, only universities are authorized to offer doctoral programs, and all faculty members who teach doctoral courses are required to hold a doctoral degree.

Since one of the aims of graduate education is to reorient and strengthen research as an effective tool of national development, all thesis and dissertation topics are by regulation directed toward the search for solutions of significant socioeconomic needs and problems.

The Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) is currently administering a pilot program for accreditation of graduate programs in arts and sciences and in education. It is anticipated that accreditation of graduate programs will be implemented on a regular basis in 1980. (See p. 146.)

The majority of master's and doctoral programs are located in Metro Manila. Most of those located in the provinces are in the fields of business (commerce) and education.

More graduate students are enrolled in programs in education than in any other field. Many of them are currently employed as teachers and do not anticipate ever having time to finish all degree requirements.

Most graduate programs in professional fields require prior work experience in the field involved. This is especially true in business and education. Students who wish to change academic fields are usually required to complete undergraduate prerequisites. Generally speaking, undergraduate courses taken even after admission to a graduate degree program do not count toward a graduate degree.

In theory, most master's degree programs can be completed in two years of full-time work, and most doctoral programs can be completed in three years of full-time work. However, there are few full-time graduate students. Most enroll on a part-time basis in evening, Saturday, and/or summer classes.

Both master's and doctoral students are required to complete all degree requirements within five years of the completion of their last course. If the five-year limit expires, additional courses may be required.

Master's degree programs. A variety of master's degree programs are offered, including Master of Arts, Master of Arts in College Teaching, Master of Arts in Teaching, Master of Business Education, Master of Economics, Master of Education, Master of Fine Arts, Master of Laws, Master in Management, Master of Music, Master of Public Administration, and Master of Science. Degree requirements vary:

1. A minimum of 30 units of coursework plus a comprehensive examination plus 6 units of thesis plus a one- to three-hour oral examination on the thesis conducted by a three- to five-member committee
2. A minimum of 30 units of coursework plus a comprehensive examination
3. A minimum of 24 units of coursework plus 6 units of thesis plus a one- to three-hour oral examination conducted by a three- to five-member committee
4. A minimum of 36 units of coursework

There are also some graduate certificate programs, such as a 24-unit Certificate in Cooperatives, of which 18 units can be applied to a master's degree program in business education.

A grade average of 2.0 or 85 percent or B is usually required for admission and for continued enrollment in a graduate program. (See p. 149 for an explanation of grading.) A student with a grade average below 2.0 may be admitted to graduate courses if the admissions committee so recommends. Upon successful completion of some graduate courses, admission to a degree program can be granted.

Doctoral degree program. Admission to a doctoral program generally requires a grade average of 1.75 in the master's program, with no individual course grade below 2.0. In the doctoral program a grade average of at least 2.0 is required. Grades below 2.0 are considered to be failures.

In exceptional cases a bachelor's degree holder can be admitted directly into a doctoral degree program. (The applicant must have a bachelor's grade average of 1.75 or higher, no grades of F, an undergraduate major in the field involved, and at least three years of related work experience.) A bachelor's degree holder must complete a minimum of 100 units of course work, while a master's degree holder must complete a minimum of 48 units of course work. A comprehensive examination and a dissertation are regular requirements of doctoral programs. The dissertation counts for 12 academic units.

At least two of the three senior professors who make up a student's doctoral committee in arts or science must hold a doctoral degree. For professional degree programs, three of the five must hold doctoral degree. For interdisciplinary degree programs, four of the five must hold a doctoral degree.

There are a variety of doctoral programs, including Doctor of Business Administration (D.B.A.), Doctor of Education (Ed.D.), Doctor of Mathematics Education (D.M.E.), Doctor of Philosophy (Ph.D.), Doctor of Public Administration (D.P.A.), and Doctor of Science (D.S.).

Law

At one time, two years of prelaw were followed by four years of law. Since 1961 a four-year prelaw program is followed by four years of law. The prelaw portion leads to a degree in either liberal arts or commerce, while the law program leads to the degree of Bachelor of Laws (LL.B.).

Following completion of the LL.B. program, a bar examination administered by the Supreme Court is required before one can practice law.

The law curriculum includes administrative law, civil and criminal procedures, civil law (patterned after the Spanish Civil Code), commercial law, criminal law, labor law, legal ethics, political law, public and private international law, remedial law, Roman law, and taxation law.

Medical Technology

The four-year program leading to the degree of Bachelor of Science in Medical Technology includes three years of course work and a twelve-month rotating internship in accredited hospitals and laboratories. The curriculum is prescribed by the Council of Medical Technology Education of the Ministry of Education and Culture.

The three years of course work involve a minimum of 117 units and lead to a Certificate of Eligibility for Entrance to Internship Training. Each university may add to the minimum any courses prescribed by its own philosophy of education.

Included in the minimum course requirements are botany, chemistry (inorganic, organic, qualitative, quantitative, biochemistry), English, mathematics (algebra and trigonometry), physics (general), psychology, ROTC, social studies, Spanish, and zoology. Required professional subjects include anatomy (gross), biostatistics (with hygiene and family planning), clinical chemistry (pure blood, endocrinology, hematology, toxicology), clinical microscopy, hematology, histology, medical technology laws and ethics, microbiology, parasitology, pathology, physiology, and serology and blood banking.

The twelve-month internship includes supervised training in biostatistics and medical record keeping, clinical chemistry, clinical microscopy, hematology, histopathologic techniques, medical microbiology and parasitology, serology and blood banking, and special tests (such as BMR and EKG).

Enrollments in medical technology programs in 1978 were approximately one-fifth of the level of the 1960s. The decline is primarily the result of a change in the regulations of the American Society of Clinical Pathologists, which no longer grants membership solely on the basis of non-U.S. education and training. The society currently requires supplementary education and training in the United States of all prospective members from other countries. This regulation has made it more difficult for Filipino medical technologists to obtain employment in the United States.

Medicine

Prior to 1970 medicine required completion of two years of premedical studies, followed by five years of medicine. Since 1970 it has required a bachelor's degree, followed by three years of medicine, plus ten to twelve months of clinical clerkship. Upon completion of the clinical clerkship, the student receives the degree of either Doctor of Medicine or Doctor of Medicine and Surgery, depending upon the institution attended.

The Philippine Board of Medical Education, a government body composed of eight members, with the Minister of Education and Culture as chairman, issues a Medical Student's Entrance Certificate to premedical students who have met the minimum college of medicine entrance requirements, including courses in botany, comparative vertebrate anatomy, general and organic chemistry, mathematics, physics, statistics, and zoology. Medical colleges only consider for admission students who hold this certificate. However, possession of the certificate does not necessarily guarantee that the holder will be admitted to a medical college. Students who have completed the premedical program of one university are eligible for admission to the medical college of another. Foreign students who meet the entrance requirements may also be admitted to a medical college.

Prior to 1970 the medical curriculum was divided into three phases: preclinical subjects studied during the first and second years, clinical subjects studied during the third and fourth years, and a fifth year of internship spent in full-time hospital work.

In 1969 the medical course work was changed to four years by reducing the hours of instruction for many subjects and by integrating the content of several subjects into one course. The medical curriculum now requires one to one and a half years of basic medical sciences, one and a half to two years of clinical course work, ten to twelve months of rotating clinical clerkship, and (following receipt of the degree) one year of rotating internship.

Following the internship, physicians are required to take a licensing examination administered by the Board of Medical Examiners. This is followed by four months of required service under the Ministry of Health, until the examination results are released. Those who pass become registered physicians.

Physicians who desire further education and training can complete a residency of three to five years, depending upon the specialty, or a higher academic degree (Master of Science and Doctor of Science or Doctor of Philiosophy).

Through 1974, there were seven medical colleges: one public, one private, and five proprietary. Between 1975 and 1977 eight new medical schools were established. Several more are planned. Each has its own teaching hospital and may also use the clinical facilities of other private and public hospitals.

An experimental program in medical education has been designed and implemented to provide medical personnel training at various levels while limiting the flow of Filipino physicians to developed nations. Admission is based upon secondary school graduation. This sequential program takes seventy-two months, but students can leave at the end of any stage and find employment in the field of medicine in a *barangay:*

1. Rural health worker	6 months
2. Midwife	12 months
3. Community health nurse	12 months
4. Bachelor of Science in Rural Medicine	6 months
5. Doctor of Medicine	36 months of clinical training

Midwifery

There are two postsecondary programs in midwifery: the one and a half year program, comprising the first two phases of the experimental program in medical education, and a regular two-year certificate program (which previously ranged from one and a half to two years).

Midwifery programs include cultural courses, science courses, and clinical training. The clinical training includes twenty hospital deliveries and five house deliveries, all of which are performed under supervision.

Completion of the program leads to a licensing examination and registration. Graduates who wish to study nursing receive credit only for the cultural courses.

Military and Police Academies

Every college and university offers undergraduate ROTC courses, and each male student is required to complete basic ROTC courses as a prerequisite for any bachelor's degree. Those who wish to pursue a career in military or police work can enroll in one of seven specialized institutions. They are supervised by the Ministry of National Defense, except for the Philippine Merchant Marine Academy, which is a chartered state college.

1. *Integrated National Police Training Command*

Headquartered at Fort Bonifacio, Metro Manila, the command operates thirteen regional training centers and the National Police Academy in Baguio. The academy enrolled its first class in June 1978 and offers a two-year program in police sciences. This program will eventually be expanded and lead to a four-year bachelor's degree.

The regional training centers attempt to provide a good working knowledge of police functions, operations, procedures, techniques, investigation, law, public relations, and other related subjects. Integrated National Police (INP) personnel enroll in this program for continued education and training designed to raise service professionalism and efficiency.

There are five basic programs: basic fire service, basic jail management, criminal investigation (each three months long), basic criminalistics, and basic police science (each four months long). There are two advanced programs, for police supervisors (one month) and police instructors (two months).

Basic courses involve police, fire, and operations functions, procedures, and techniques, as well as law and legal procedures, criminal investigation, public relations, the criminal justice system, police weapons, and athletics. Advanced courses include police administration, supervision, organization, personnel management, line operations, and related subjects.

Information concerning the various curricula can be obtained from the Superintendent, INP Training Command, Fort Bonifacio, Metro Manila, Philippines.

2. *National Defense College of the Philippines*

This college is the most prestigious military school. It offers only graduate programs, designed to train experienced senior military and civilian government personnel in high command and national policy formulation. It is located at Fort Bonifacio, Metro Manila, Philippines.

3. *Philippine Armed Forces Flying School*

This is the only flying school of the Philippine Air Force. It enrolls two types of graduate students:

a. Aviation cadets must already have a bachelor's degree which includes advanced algebra and trigonometry. They receive preliminary military training before entering the program and then receive both academic and flying instruction. Upon graduation each cadet receives a military pilot rating and a commission as a second lieutenant in the Philippine Air Force.
b. Student officers are regular or reserve officers in the Armed Forces of the Philippines who already have a bachelor's degree. They receive both academic and flying instruction. Upon graduation they receive a military pilot rating.

The school's address is 100th Training Wing, Philippines Air Force, Fernando Air Base, Lipa City, Philippines.

4. *Philippine Army School Center*

The center offers advanced military training for army officers and enlisted personnel. It is located at Fort Bonifacio, Metro Manila, Philippines.

5. *Philippine Maritime Institute*

This private institute offers programs in naval and customs work. It is located at 419 David Street, Manila, Philippines.

6. *Philippine Merchant Marine Academy*

This academy offers technical training for potential marine officers leading to the degree of Bachelor of Science in Marine Transportation (B.S.Mr.T.). Three major fields are offered: electricity, navigation and seamanship, and steam engineering. Applicants must be high school graduates and must meet minimum physical requirements.

Beginning in 1978, the academy also offers graduate programs leading to the degree of Master of Business Administration and Master of Public Administration. In a controversial move, the academy permitted twenty undergraduate students to enroll concurrently in the graduate courses.

The academy is located at Fort Bonifacio, Metro Manila, Philippines. It was formerly called the *Philippine Nautical School.*

7. *Philippine Merchant Marine School*

This private school offers a two-year nautical program and various special vocational programs. It is located at the Corner of Raou Street and Quezon Boulevard, Manila, Philippines.

8. *Philippine Military Academy*

Admission to this academy is highly selective and competitive. The curriculum combines military training and a bachelor's degree program similar to that at the U.S. Military Academy at West Point. It is the basic precommission training program for officers of the Armed Forces of the Philippines.

The bachelor's degree portion of the program includes basic and applied sciences, humanities, and social sciences, with emphasis on both analytical and communication skills. Electives may be chosen from civil, electrical, and mechanical engineering and the social sciences.

The military portion of the program (one-third of the total) includes:

a. Basic and advanced skills in military science, military leadership, and physical education
b. Introduction to the major armed services of the Philippines
c. Specialized training in the service of the student's choice: air force, army, navy, or police

The academy is located at Fort del Pilar, Philippines (near Baguio).

9. *Other Schools*

Each major service maintains other basic and advanced training programs for both officers and enlisted personnel, such as the *Air Force Officers School, Constabulary Training Center, Home Defense Training Center, Metropolitan Citizen Military Training Command, Naval Training Command, Philippine Army Training Command,* and *Special Intelligence Training School.*

Music

Some programs in music lead to a certificate or diploma, others to a degree. Some are highly specialized. NCEE scores are required for admission only to bachelor's degree programs.

There are no independent conservatories; all music programs are offered by colleges and universities. Many collegiate divisions which were formerly called "conservatory of music" are changing their names to "college of music."

The following are the most common programs:

1. Music Teacher's Certificate—two years of study in music with emphasis on teaching beginners; requires proficiency in applied music, including class 4 in one instrument, but fewer academic requirements than degree programs; recital optional.
2. Associate in Music—two years of study in music, combined with academic requirements; requires completion of class 7 in one instrument and a recital.
3. Music Teacher's Diploma—three years of study in music; requires proficiency in applied music, including class 6 in one instrument, but fewer academic requirements than a degree program; recital optional.
4. Bachelor of Music—four years study in music, including applied music, composition, conducting, music education, and music sciences. A major in applied music requires class 8 in one instrument and a graduation recital.
5. Bachelor of Science in Elementary Education—four-year elementary teacher training program with an 18-unit area of concentration in music; recital optional.
6. Bachelor of Science in Education—four-year secondary teacher training program with a 36-unit major in music; recital optional.
7. Artist Diploma—four years study in music for professional musicians; requires three public recitals and a graduation recital.
8. Master of Arts in Music—one to five years of study in applied music, composition, conducting, music education, music therapy, and musicology. A major in applied music requires a graduation recital; other majors require a 6-unit thesis.
9. Doctor of Philosophy—in educational administration, with dissertation on music education; offered by Philippine Women's University and University of the Philippines (both located in Metro Manila).

Nursing

Prior to 1976 there were two programs in nursing: one year of prenursing followed by a three-year hospital school of nursing program leading to the title of Graduate Nurse (G.N.) or Graduate in Nursing (G.iN.) and a five-year college or university program leading to the degree of Bachelor of Science in Nursing (B.S.N.).

Beginning in June 1976, the four-year Graduate Nurse (G.N.) program was changed to three years. At the same time, the B.S.N. degree program was changed to four years. The first-year curricular requirements of the two programs are identical.

Admission to both programs, both before and after 1976, requires a high school diploma. The degree program also requires NCEE scores.

The one-year reduction in each program in 1976 resulted in both additions to and deletions from the curriculum. The minimum number of units required by the Ministry of Education and Culture was decreased from 128 to 105 for the G.N. and was increased from 151 to 163 for the B.S.N. The increase was accomplished by expanding the unit load for each semester and by requiring summer terms.

Graduates of both programs, both before and after 1976, take the same registration examination of the

Board of Examiners for Nurses in order to obtain the title of Registered Nurse (R.N.) They perform essentially the same function in health care.

After taking the R.N. examination, each nursing graduate is required to complete four months of rural service under the supervision of the Ministry of Health while waiting for the examination results.

Graduate Nurse/Graduate in Nursing. Before 1976 the first year of this program was completed at a college or university and the last three years were usually completed in a hospital school of nurisng. After 1976 the first year is also offered by hospital schools of nursing.

The pre-1976 and post-1976 curricula included the following minimum requirements, as set by the Ministry of Education and Culture:

Courses (In units)	**Pre-1976**	**Post-1976**
Anatomy and Physiology	5	5
Chemistry (Inorganic)	5	5
English	9	6
Humanities	3	3
Mathematics	-	3
Microbiology	3	3
Nutrition and Diet Therapy	3	3
Physical Education	4	4
Pilipino	-	6
Psychology	6	3
Social Studies*	9	12
Spanish	12	6
Zoology	5	5
Electives	6	-
Nursing (Fundamentals)	8	9
Nursing (Clinical Courses)	50	32
Total Units	128	105

*Social Studies includes Philippine history and government, Rizal's work and writings, sociology, and taxation and land reform.

Clinical Experience#	**Weeks**	**Total Hours**
Orientation to Nursing	8	80
Nursing Care of Adolescents, Adults and Aged: Medical-Surgical Nursing, including specialities (14 weeks hospital care, 2 weeks community care)	16	320
Maternal-Child Nursing (8 weeks hospital care, including delivery room and nursery, 4 weeks community care)	12	240
Tropical and Communicable Disease Nursing (4 weeks hospital care, 2 weeks community care)	6	120
Psychiatric Nursing (6 weeks hospital care, 2 weeks community care)	8	160
Community Health Nursing	8	160
Intensive Nursing Practicum (Area of Choice)	16	400
Total	74	1,480

#These requirements apply to both the pre-1976 and post-1976 programs.

Prior to 1979 graduates of this program could obtain the degree of Bachelor of Science in Nursing by qualifying on the NCEE and enrolling in a Supplementary B.S.N. program for two years. After 1976 graduates can obtain the degree of Bachelor of Science in Nursing by qualifying on the NCEE and completing those requirements not already covered in the G.N/G.N. program.

Some institutions also offer a certificate program in nursing for graduate nurses who wish to pursue any one of three specialities: public health nursing, teaching and supervision, or ward management. It requires 39 units of additional undergraduate work.

Bachelor of Science in Nursing. Before 1976 general prenursing subjects were integrated in the whole program. After 1976 these subjects were consolidated in the first year of the curriculum.

The pre-1976 and post-1976 nursing curricula include the following minimum requirements, as set by the Ministry of Education and Culture:

Courses (in units)	**Pre-1976**	**Post-1976**
Anatomy and Physiology	5	5
Biochemistry	5	5
Chemistry (Inorganic)	5	5
Education***	9	9
English	12	12
Humanities**	3	3
Mathematics	3	3
Microbiology	3	3
Nutrition and Diet Therapy	3	3
Physical Education	4	4
Pilipino	-	6
Psychology	6	3
Social Studies*	9	15
Spanish	12	12
Zoology	5	5
Electives	9	-
Nursing (Fundamentals)	10	12
Nursing (Clinical Courses)	50	58
Total Units	153	163

*Social Studies includes current issues, Philippine history and government, Rizal's work and writings, social sciences, sociology, and taxation and land reform.

**Humanities includes art, literature, music, philosophy.

***Education includes educational psychology, evaluation and measurement, principles of teaching, teaching strategies.

Clinical Experience#	**Weeks**	**Total Hours**
Orientation to Nursing	10	100
Nursing Care of Adolescents, Adults, and Aged: Medical-Surgical Nursing, including specialities (20 weeks hospital care, 4 weeks community care)	24	480
Maternal-Child Nursing (10 weeks hospital care, including delivery room and nursery, 4 weeks community care)	14	280

Clinical Experience#	Weeks	Total Hours
Nursing Care of Children (8 weeks hospital care, 2 weeks community care	10	200
Tropical and Communicable Disease Nursing (6 weeks hospital care, 2 weeks community care)	6	120
Psychiatric Nursing (6 weeks hospital care, 2 weeks community care)	8	160
Community Health Nursing	10	200
Intensive Nursing Practicum (Area of Choice)	16	400
Total	98	1,940

#These requirements apply to both the pre-1976 and post-1976 programs.

Various hospitals, training centers, academic institutions, and government agencies offer a variety of seminars, workshops, conferences, scientific meetings, and other types of in-service training programs. Some institutions offer a Certificate of Graduate Studies program to prepare instructors for hospital schools of nursing. Credits earned in this program can be applied toward a master's degree.

Since 1958 the following master's degree programs have been offered:

Master in Nursing (M.N.)—40 units, no thesis.
Master of Arts in Nursing (M.A.N.)—24-40 units plus 6 units thesis.
Master of Arts in College Teaching (M.A.C.T.)—30 units plus 6 units thesis, or 42 units plus seminar paper.
Master of Arts in Teaching Nursing (M.A.T.N.)—30-40 units plus 6 units thesis.
Master in Public Health (M.P.H.)—30 units plus 6 units thesis.

The following majors are offered: Administration of Nursing Schools, Administration of Nursing Services, Maternal and Child Nursing, Medical-Surgical Nursing, Nursing Education, Psychiatric Nursing, and Public Health Nursing.

There is also a Ph.D. degree program in nursing for those who hold a master's degree.

Optometry

Optometry was introduced in 1930 as a two-year program. It was increased to three years shortly thereafter and to four years in 1938. In 1969 the current six-year curriculum was implemented, comprised of two years of preprofessional study and four years of optometry leading to the degree of Doctor of Optometry (O.D.). Five institutions offer this degree program.

Pharmacy

Sixteen institutions offer programs in pharmacy.

Prior to 1921 a three-year program led to the title of Graduate Pharmacist. In that year, the title was changed to Pharmaceutical Chemist. In 1930 the curriculum was lengthened to four years, leading to the degree of Bachelor of Science in Pharmacy (B.S. Pharm.). In 1973 the degree program was lengthened to five years. In 1975 a new two-year paraprofessional curriculum was introduced, leading to a Certificate of Pharmacy Aide.

Admission to the certificate program is based upon high school graduation. Admission to the degree program is based on NCEE scores and high school grades, especially in mathematics and sciences. Some institutions also require their own admissions examinations and interviews.

The 78-unit certificate program requires the following units:

Botany	3	Pharmacy	34
Chemistry	10*	Physical education	4
English	8	Physiology and family planning	4
Hygiene and public health	3	Social studies	6
Microbiology and parasitology	3	Zoology	3

*Inorganic, organic, and biochemistry

Graduates can work in a limited independent capacity in rural areas or work in urban areas under the supervision of a registered pharmacist. They may apply for admission to a bachelor's degree program (requiring NCEE scores) but in most cases would receive credit only for courses in English and social studies.

The bachelor's degree program requires a minimum of 188 units, but many universities add extra requirements. One program requires 211 units, distributed as follows:

Botany	16	Physical education	4
Chemistry	38*	Physics	8
English	14	Physiology and family planning	4
Hygiene and public health	3	ROTC	6
Latin	1	Social studies	9
Mathematics	10**	Spanish	12
Microbiology and parasitology	4	Statistics	2
Pharmacy	75	Zoology	5

*Inorganic, qualitative analysis, organic, quantitative analysis, physical, biochemistry

**Algebra, trigonometry, calculus

During the summer terms following the second, third, and fourth years, each student must complete a total of 960 hours of internship training. One-sixth is spent in each of three types of pharmacy employment: a community prescription pharmacy, a hospital pharmacy, and a pharmaceutical manufacturing laboratory. The remaining one-half is spent in whichever one of the three types the student chooses.

Following graduation, an examination administered by the Board of Pharmacy leads to the title of Registered Pharmacist.

The following graduate degree programs are offered in pharmacy:

1. Master of Science in Pharmaceutical Chemistry—course work, research, thesis, and both oral and written examinations
2. Master of Science in Pharmacy—course work, research, thesis, and both oral and written examinations.
3. Doctor of Pharmacy—course work, research, dissertation, and both oral and written examinations

Seminaries

A variety of programs in philosophy and theology are offered by Catholic and Protestant seminaries. Some of the programs lead to officially recognized civil degrees, some lead to ecclesiastical degrees which have no legal status, and some do not lead to degrees. (No information is available on religious programs which may be offered by Islamic institutions.)

1. Catholic Seminaries
   a. *Bachelor of Philosophy* (Ph.B.)—an ecclesiastical degree; awarded to students who complete the first two years of the A.B. Classical program plus a special comprehensive examination.
   b. *Bachelor of Arts in Philosophy* (A.B. Classical)—a special four-year Bachelor of Arts degree which includes 67 units of philosophy.
   c. *Licentiate in Philosophy* (Ph.L.)—an ecclesiastical degree; awarded to students who complete two additional years of study in the A.B. Classical program (beyond the Ph.B.), plus a special comprehensive examination; awarded concurrently with the A.B. Classical degree.
   d. Novitiate—a special one-year introduction to religious order; not taken by prospective diocesan priests; usually completed between the second and third years of the A.B. Classical degree program, or immediately following the A.B. Classical degree.
   e. Special Philosophy Program—a one-year non-degree preparatory program for those who have a Bachelor of Arts degree in a field other than philosophy.
   f. *Bachelor of Theology* (S.T.B.)—an ecclesiastical degree; awarded to students who complete three years of graduate work in theology plus a special comprehensive examination.
   g. *Licentiate in Theology* (S.T.L.)—an ecclesiastical degree; awarded upon completion of two years of graduate work in theology beyond the S.T.B., plus a special comprehensive examination and a thesis; a choice of three major fields (moral theology, Oriental religions and culture, or religious education); may be awarded concurrently with a Master of Arts in Oriental Religions and Culture, a Master of Arts in Religious Education, or a Master of Arts in Theology; ordination occurs after the first year.
   h. Pastoral Theology Program—a one-year non-degree program for holders of the S.T.B. who are not qualified for, or who do not choose to work toward, an S.T.L.; leads to ordination.
   i. Special Program in Theology—a four-year non-degree program for those who have an A.B. Classical degree or who have a B.A. degree and have completed the special philosophy program, but who are not qualified for or do not choose to work toward an S.T.B. or a Master of Arts in Theology; the curriculum is the same as that for the Master of Arts in Theology; leads to ordination.
   j. *Master of Arts in Oriental Religions and Culture*—awarded concurrently with the S.T.L. upon completion of the S.T.L. curriculum with a major in Oriental religions and culture plus additional courses.
   k. *Master of Arts in Philosophy*—a one-year program for those who wish to complete graduate work in philosophy.
   l. *Master of Arts in Religious Education*—awarded concurrently with the S.T.L. upon completion of the S.T.L. curriculum with a major in religious education plus additional courses.
   m. *Master of Arts in Theology*—awarded concurrently with the S.T.L. upon completion of the S.T.L. curriculum with a major in moral theology plus additional courses.
   n. *Bachelor of Canon Law* (B.C.L.)—a one-year graduate program; requires course work and a special comprehensive examination.
   o. *Licentiate in Canon Law* (J.C.L.)—a one-year graduate program following the B.C.L.; requires course work, a comprehensive examination, and a thesis.
   p. *Doctorate in Canon Law* (J.C.D.)—a one-year graduate program following the J.C.L.; requires course work, a comprehensive examination, and a dissertation.
   q. *Doctorate in Philosophy* (Ph.D.)—requires completion of two years of teaching in philosophy or

allied subjects, additional course work, and a dissertation.

   r. *Doctorate in Sacred Theology* (S.T.D.)—requires completion of two years of teaching in theology or allied subjects, additional course work, and a dissertation.

2. Protestant Seminaries
   a. *Bachelor of Christian Education* (B.C.E.)—admission based upon completion of two years of liberal arts; four years of course work, including one year of internship.
   b. *Bachelor of Divinity* (B.D.)—admission based upon a Bachelor of Arts degree; four years of graduate course work, including one year of internship and (sometimes) two summer terms of supervised pastoral work.
   c. *Bachelor of Ministry* (B.Min.)—a self-study extension ministerial program for church workers who have graduated from high school but who have not had seminary training; requires one week of orientation, two hours of study per day, five days per week, one meeting of students per month for shared study and cooperation with a supervisor as consultant, and periodic regional conferences and seminars; the curriculum consists of six blocks; students proceed through each block at their own pace.
   d. *Bachelor of Sacred Music* (B.S.M.)—admission based upon two years of liberal arts and music and musical ability; four years of course work, including one year of internship.
   e. *Bachelor of Theology* (B.Th.)—admission based upon completion of two years of liberal arts; four years of course work, including one year of internship.
   f. *Certificate of Theological Studies*—a self-study extension ministerial program for church workers who have not graduated from high school; same curriculum as the B. Min. degree program.
   g. *Master of Theology* (M.Th.)—two years of course work, one year of thesis; offered by the Southeast Asia Graduate School of Theology.*
   h. *Doctor of Theology* (D.Th.)—two and a half years of course work, one year of thesis; offered by the Southeast Asia Graduate School of Theology.*

*Operated by the Association of Theological Schools in Southeast Asia, this decentralized graduate school draws upon the faculty of twenty-five seminaries in Southeast Asia.

Social Work

Students interested in social work can enroll in four-year degree programs leading to the degree of Bachelor of Science in Social Work (B.S.S.W.) or Bachelor of Science in Community Development (B.S.C.D.). Some B.S.S.W. programs are organized to lead to a Certificate of Proficiency as a Social Welfare Aide at the end of the second year. There is also a special 46-unit, one-year B.S.S.W. degree program for persons who hold a bachelor's degree in another field.

Persons who have completed two years of university work and who have had experience in the administration of a community program or who have been nominated for such an administrative position can enroll in a special six-week summer training program leading to a certificate as a Community Development Worker or a special eight-month program leading to a certificate as a Community Development Worker. The eight-month program involves six weeks of course work, followed by six months of field training. There is also a two-year program leading to a certificate as a Community Worker.

The Master of Social Work (M.S.W.) degree program requires 36 to 39 units. The Master of Science in Social Work (M.S.S.W.) degree program requires 44 units (including 9 for thesis). The Master of Community Development (M.C.D.) degree program requires 30 to 36 units. The M.S.W. includes social work education, social work policy and planning, or social work research as an area of specialization.

Students who do not meet the academic requirements for admission to a master's degree program but who have demonstrated ability by substantial social work experience may be admitted to a professional certificate program. They take graduate-level courses but do not receive graduate credit.

Veterinary Medicine

The degree of Doctor of Veterinary Medicine (D.V.M.) requires two years of general education with an emphasis on basic sciences and four years of specialized course work. The degree of Bachelor of Science in Veterinary Medicine (B.S.V.M.) requires five years of study. Seven institutions offer the D.V.M., and two offer the B.S.V.M.

The curriculum for the D.V.M. is as follows:

1. First two years—animal husbandry, botany, chemistry (inorganic and organic), English, mathematics (algebra and trigonometry), physical education, physics, Pilipino, ROTC, social studies, veterinary medicine (anatomy, embryology, microbiology), and zoology
2. Last four years—animal husbandry, biochemistry, ethics, mathematics (statistics), social studies, speech, veterinary medicine, veterinary clinics, and thesis

EVALUATIONS METHODOLOGY

TRANSCRIPTS

Students can obtain official transcripts in English from each secondary and postsecondary school attended. It is customary in the Philippines for the last secondary school attended to issue a transcript reporting all secondary work completed. Similarly, the last postsecondary institution attended issues a transcript reporting all postsecondary work completed. These composite transcripts include all subjects, units, and grades, not just those which the last institution accepted for credit toward graduation. Since the composite transcripts contain a complete record of a student's work, they can be accepted by U.S. institutions, and it is not necessary to request an official transcript from each institution.

Transcripts are issued for employment, further education, or general reference. The reason a given transcript was issued is noted in the "remarks" section. A transcript issued "for study abroad" may also carry the notation "not valid for transfer," because it will pass through the hands of the student. In most instances like this, a *certificate of transfer credential coupon* will be attached to the transcript. By returning the bottom portion of this coupon to the Philippine institution which issued the transcript, a U.S. institution can obtain an original transcript. Usually the name of the U.S. institution will appear in the "remarks" section of the new transcript. Transcripts from PAASCU-accredited institutions usually carry a PAASCU notation via a rubber stamp in blue ink.

Complete records for each student are maintained by the Bureau of Higher Education and by the regional offices of the Ministry of Education and Culture. If a university or high school records office is destroyed by fire or some other calamity, transcripts can still be obtained from the Bureau of Higher Education or from the regional office of the ministry.

Philippine postsecondary transcripts report the names of elementary and secondary schools attended, the date of graduation from each, and the names and dates of postsecondary diplomas and degrees awarded, if any. Each postsecondary course in which the student was enrolled is listed, with its unit value and the grade received. See pp. 166-67 for a sample secondary school transcript, p. 168 for a sample college diploma, and pp. 169-71 for a sample college transcript. For an explanation of Philippine grades, see p. 149.

When a student applies for graduation, the college or university registrar sends the academic records to the Bureau of Higher Education or the regional office of the ministry. The bureau certifies that the student has met the minimum requirements for graduation which the ministry has prescribed for degree programs offered by private institutions and by nonchartered public institutions. The certification is communicated to the institution via the issuance of a "Special Order" authorizing the granting of a degree. The Special Order Number is recorded on the transcript, together with the name of the degree or title and the date it was awarded; see p. 171. (Chartered public institutions are exempt from the special order requirement. Institutions accredited by accrediting agencies recognized by the Ministry of Education and Culture apply for special orders in compliance with employment and institutional requirements.)

Philippine bachelor's degree programs generally require 18-22 units of academic work for each semester of full-time enrollment. This total represents more formal classroom work and less out-of-class reading and research than is generally required in the United States (see p. 148). The units can be converted to approximate semester hours of credit on the U.S. system by any one of the following methods:

1. Compare the syllabus for each Philippine course to syllabi for U.S. courses. When a Philippine course syllabus closely parallels a U.S. course syllabus, grant credit for that U.S. course.
2. Multiply the Philippine unit value reported on the student's transcript by three-quarters. For example, 20 units for one semester in the Philippines × ¾ = 15 semester hours of credit in the United States.
3. Base transfer of credit decisions on the results of validating examinations.

CLUES TO THE QUALITY OF AN INSTITUTION

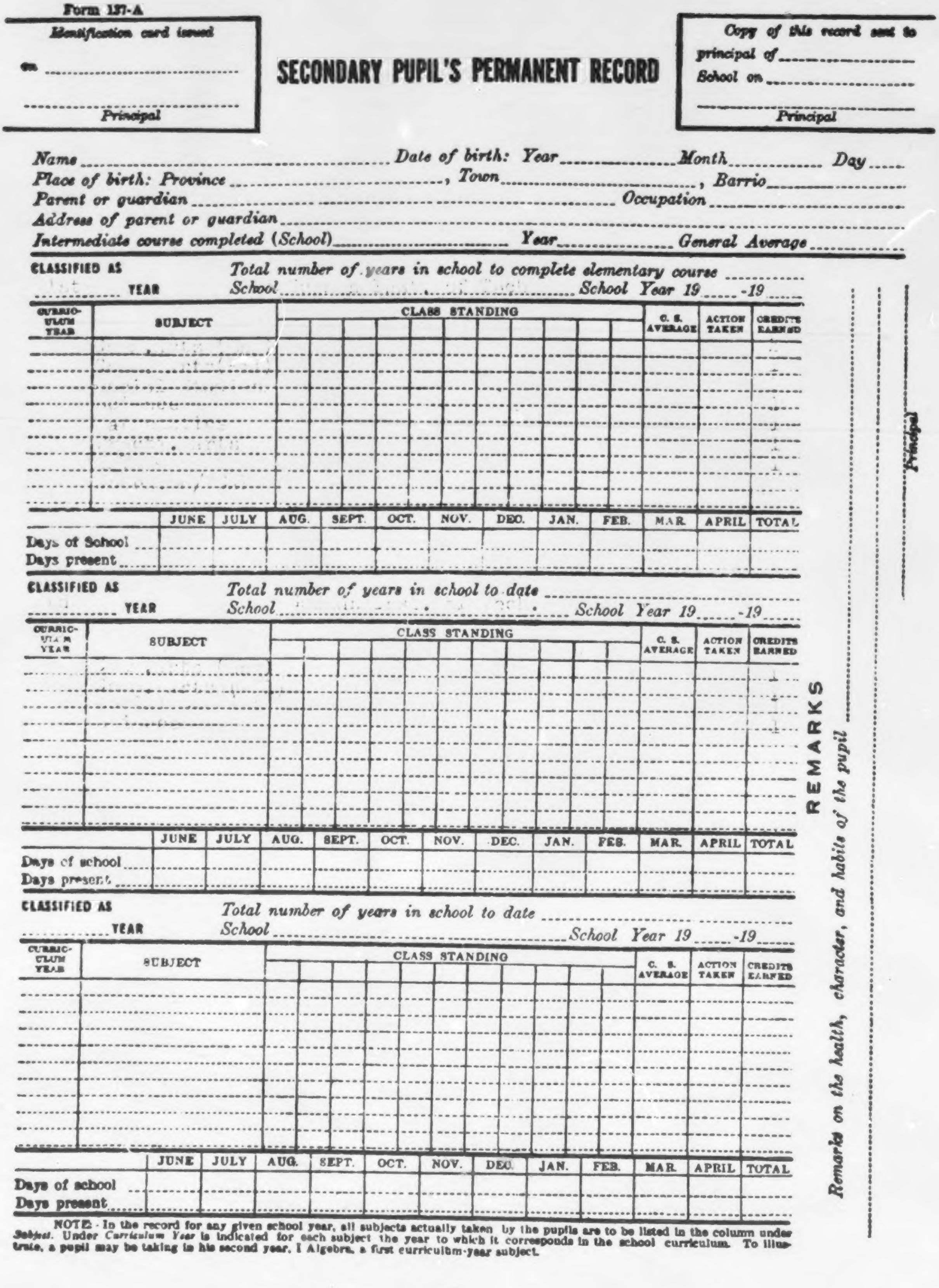
No academic institution is excellent in every degree program offered. Excellent degree programs exist at institutions whose overall standards could be improved. It is not possible to tell at a glance which degree program might be superior in quality and which might be mediocre. However, there are clues which may give an indication of a program's quality:

Accreditation

Institutions that have chosen to request accreditation from one of the three private organizations involved in accreditation (see pp. 145-46) and that have received accreditation for one or more academic programs have met specified minimum standards of quality for the accredited program(s). The accredited status of a given program is thus a clue to better than average academic quality.

Library Resources

The amount of independent reading and research required of students is generally related to the availability of books, periodicals, and other learning resources.



Form 137-A

Identification card issued
on ....
....
Principal

SECONDARY PUPIL'S PERMANENT RECORD

Copy of this record sent to
principal of ....
School on ....
....
Principal

Name .... *Date of birth: Year* .... *Month* .... *Day* .....
Place of birth: Province ...., *Town* ...., *Barrio* ....
Parent or guardian .... *Occupation* ....
Address of parent or guardian ....
Intermediate course completed (School) .... *Year* .... *General Average* ....

CLASSIFIED AS .... **YEAR**
Total number of years in school to complete elementary course ....
School .... *School Year 19* .....-*19* .....

CURRICULUM YEAR	SUBJECT	CLASS STANDING											C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	TOTAL
Days of School												
Days present												

CLASSIFIED AS .... **YEAR**
Total number of years in school to date ....
School .... *School Year 19* .....-*19* .....

CURRICULUM YEAR	SUBJECT	CLASS STANDING											C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	TOTAL
Days of school												
Days present												

CLASSIFIED AS .... **YEAR**
Total number of years in school to date ....
School .... *School Year 19* .....-*19* .....

CURRICULUM YEAR	SUBJECT	CLASS STANDING											C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	TOTAL
Days of school												
Days present												

REMARKS

Remarks on the health, character, and habits of the pupil ....

....
Principal

NOTE: - In the record for any given school year, all subjects actually taken by the pupils are to be listed in the column under *Subject*. Under *Curriculum Year* is indicated for each subject the year to which it corresponds in the school curriculum. To illustrate, a pupil may be taking in his second year, I Algebra, a first curriculum-year subject.

Name ....

CLASSIFIED AS *Total number of years in school to date* ....

..................**YEAR** *School*.. *School Year 19*......*-19*......

CURRICULUM YEAR	SUBJECT	CLASS STANDING											C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	TOTAL
Days of school												
Days present												

CLASSIFIED AS *Total number of years in school to date* ....

..................**YEAR** *School*.. *School year 19*......*-19*......

CURRICULUM YEAR	SUBJECT	CLASS STANDING											C. S. AVERAGE	ACTION TAKEN	CREDITS EARNED

	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	TOTAL
Days of school												
Days present												

STANDARD INTELLIGENCE TESTS TAKEN

NAME AND FORM OF TEST	DATE TAKEN	SCORE RECEIVED	PERCENTILE RANK

SUMMARY OF CREDITS ACHIEVED TOWARD GRADUATION

FIRST CURRICULUM YEAR			SECOND CURRICULUM YEAR			THIRD CURRICULUM YEAR			FOURTH CURRICULUM YEAR		
SUBJECT	YEAR COMPLETED	CREDITS EARNED	SUBJECT	YEAR COMPLETED	CREDITS EARNED	SUBJECT	YEAR COMPLETED	CREDITS EARNED	SUBJECT	YEAR COMPLETED	CREDITS EARNED

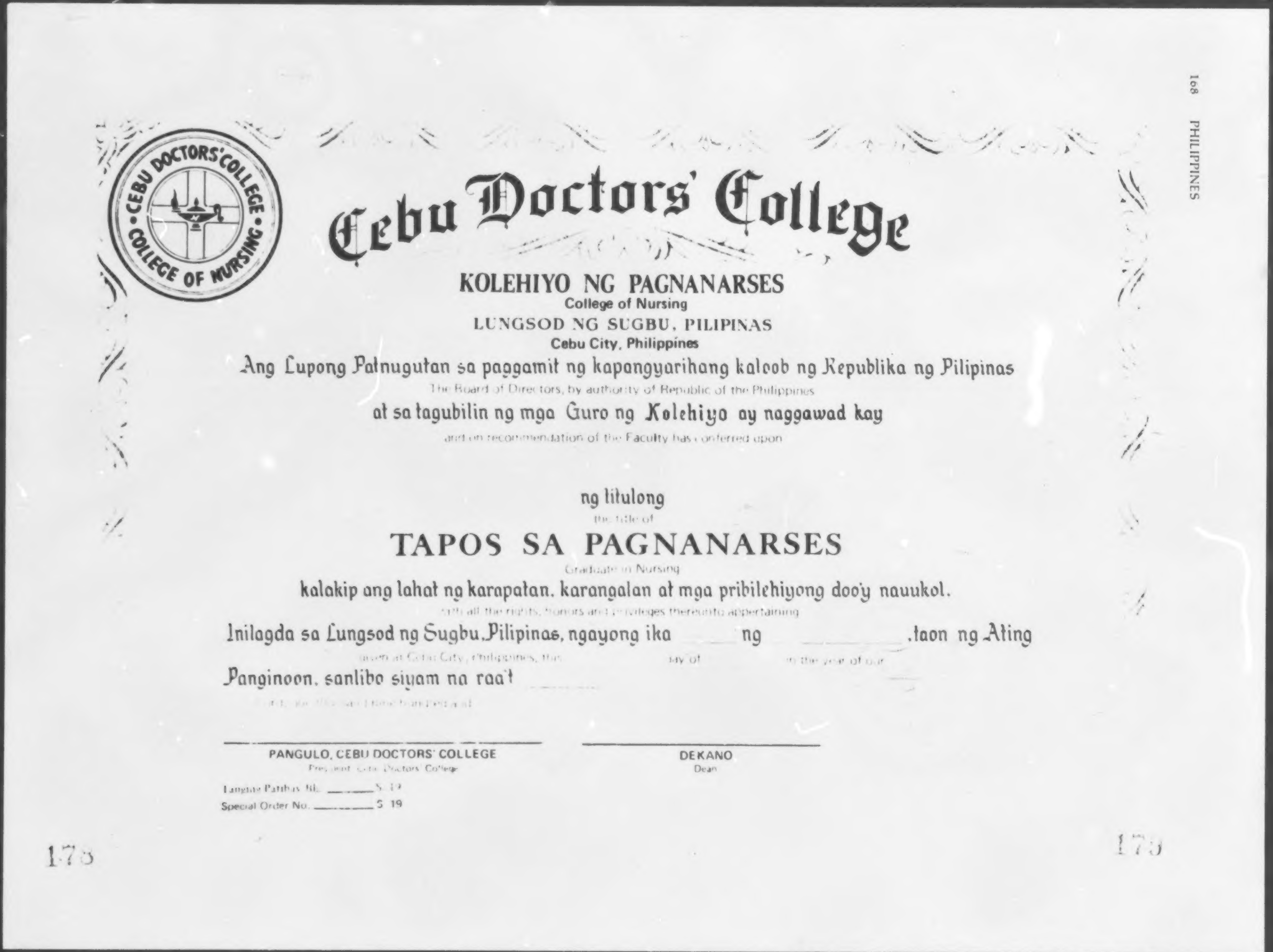
NOTE—*Under Summary of Credits Achieved toward Graduation* are to be recorded all subjects required for the curriculum year by the prescribed course of study for the course taken. To illustrate, the courses prescribed in the general course for the first year are: Literature, Composition, Algebra, and United States History and Government. A pupil obliged to repeat one of these subjects might not earn his credits in the subject until two or three years after he enters the high school.

TRANSFER

I certify that this is a true record of .... *This student is, on this* .... *day of* ...., *19*....,

eligible for admission to the .... *year as* {a regular / an irregular} *student, and has no property responsibility in this school.*

....
Principal



Cebu Doctors' College

CEBU DOCTORS' COLLEGE • COLLEGE OF NURSING •

KOLEHIYO NG PAGNANARSES
College of Nursing
LUNGSOD NG SUGBU, PILIPINAS
Cebu City, Philippines

Ang Lupong Patnugutan sa paggamit ng kapangyarihang kaloob ng Republika ng Pilipinas
The Board of Directors, by authority of Republic of the Philippines
at sa tagubilin ng mga Guro ng Kolehiyo ay naggawad kay
and on recommendation of the Faculty has conferred upon

ng titulong
the title of

TAPOS SA PAGNANARSES

Graduate in Nursing
kalakip ang lahat ng karapatan, karangalan at mga pribilehiyong doo'y nauukol.
with all the rights, honors and privileges thereunto appertaining
Inilagda sa Lungsod ng Sugbu, Pilipinas, ngayong ika ____ ng __________, taon ng Ating
Given at Cebu City, Philippines, this day of in the year of our
Panginoon, sanlibo siyam na raa't ______
Lord, one thousand nine hundred and

____
PANGULO, CEBU DOCTORS' COLLEGE
President, Cebu Doctors' College

____
DEKANO
Dean

[illegible] Blg. ________ S. 19
Special Order No. ________ S. 19

Rizal Memorial Colleges
Davao City

OFFICE OF THE REGISTRAR
OFFICIAL TRANSCRIPT OF RECORD

Name C , M D.
College of Normal
City Address 105 R. Castillo St., D.C.
Provincial Address Binangonan, Rizal
Date of Birth October 23, 1953
Birth Place Binangonan, Rizal
Parent/Guardian Mr. G
Address R. St., Davao City
Primary Course Talim Elementary School Year 1963
Intermediate Course - do - Year 1965
High School Course Binangonan Catholic High School Year 1969
Basis of Admission Transcript of Records
Title or Degree BACHELOR OF SCI. IN ELEM. EDUC.
SPECIAL ORDER NO. 2-0629 s. 1978
Date of Graduation October, 1977 (B.S.E.ED.)

TERM	COURSE NO.	DESCRIPTIVE TITLE OF COURSE	Grades		Credit
			Final	Re-Exam	
		OUR LADY OF LORETO COLLEGE-Manila, Philippines			
1st Semester 1971-72		x-x-x			
	Eng 1	Grammar & Composition A	87		3
	Pil 1	Communication Skills A	86		3
	Span 1	Spanish Grammar & Composition	95		3
	SocSc 1	Sociology & Land Reform	92		3
	Educ 1	Child Growth & Development	90		3
	Art 1	Intro to Art Education	84		3
	Mus 1	Fundamental Course in Music	86		3
	P E 1	Self-Testing Activities	86		1
	Religion	Dogma	91		(3)
2nd Semester 1971-72		x-x-x			
	Religion	Sacraments	94		(3)
	Eng 2	Essay & Essay Writing	88		3
	Pil 2	Communication Skills B	96		3
	Span 2	Spanish Gram & Comp B	95		3
	NatSc 1	Gen. & Inorganic Chemistry	88		5
	SocSc 2	General Psychology	80		3
	Educ 11	Philo, Prin Meth & Tech of Teaching Kindergarten	88		3
	P E 2		87		1
1st Semester 1972-73		x-x-x			
	Religion	Scriptures	87		(3)
	Eng 3	Speech & Oral Communication	90		3
	Span 3	Advanced Span Gram & Comp	94		3
	Educ 2	Educational Psychology	81		3
	Educ 3	Observation & Participation, Kdg.	83		3
	Rizal	His Life, Works & Writings	85		3
	Math 1	Elementary Modern Math	85		3
	P E 3	Fund in Games & Sports	86		1
2nd Semester 1972-73		x-x-x			
	Religion	Morals	85		(3)
	Eng 4	Children's Literature	93		3
	Span 4n	Selected Writings in Spanish	90		3
	Educ 4	Child Guidance	85		3
	Educ 13	Pre-School Child	85		3
	Educ 12	Creative Arts	91		3
	P E 4		91		1

x-x-x-x-x-x-x-x-x-x-x-x-x-x--x-x o v e r x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x

GRADING SYSTEM: 1 (95-100); 1.25 (93-94); 1.5 (91-92); 1.75 (89-90); 2.0 (85-87); 2.25 (83-84); 2.5 (81-82); 2.75 (78-80); 3.0 (75-77); 5.0 (Below 75-Failure); Inc. — Incomplete; Dr. — (Dropped); W — (Withdrew)

REMARKS:

(Not valid without College seal)

SHEET one

DEMOCRITO B. RESPECIA
Registrar

Rizal Memorial Colleges
Davao City

OFFICE OF THE REGISTRAR
OFFICIAL TRANSCRIPT OF RECORD

Name: C . M D.

TERM	COURSE NO.	DESCRIPTIVE TITLE OF COURSE	Grades		Credit
			Final	Re-Exam	
		OUR LADY OF LORETO COLLEGE-Manila, Philippines			
2nd Semester 1972-73		x-x-x			
		Practice Teaching	87		5
NOTE: Graduated on April 13, 1973 with the title of KINDERGARTEN-PRIMARY TEACHER'S CERTIFICATE under S.O. (B) No. 2-1138 S. 1973 issued by the Bureau of Private Schools.					
		RIZAL MEMORIAL COLLEGES-Davao City			
1st Semester 1975-76		x-x-x			
	Educ 1	Intro to Education	1.5		3
	Pil 3	Surve & Read in Pil Lit 1	1.5		3
	Educ 5	Educ'l Research & Evaluation	1.25		3
	ArtEd 1	Intro to Art Educ Appre & Interior Decoration	1.0		3
	Mus 2	Music Educ in Elem School	1.5		3
	NatSc 2	Earth Science	1.5		3
	SocSc 3	Phil Histort & Government	1.75		3
2nd Semester 1975-76		x-x-x			
	Math 2	College Algebra	1.5		3
	Educ 4	Principles of Teaching	1.5		3
	Pil 4	Surv & Read in Pil Lit 2	1.25		3
	Eng 2	English Grammar & Composition	1.25		3
	PrArts 1	Intro to Practical Arts	1.0		3
	SocSc 2a	Economic Geography w/TLR	1.25		3
	NatSc 3	Intro to Physical Science	1.25		3
Summer 1976		x-x-x			
	SocSc 7	The Const. of the Philippines	1.0		3
	SocSc 5	Marriage, Parenthood & Comm Rel Incldg. Fam Plan/Pop Education	1.25		3
	Philo 2	Philosophy & Ethics	1.5		3
1st Semester 1976-77		x-x-x			
	Heal 2	Sch Heal Education & Applied Nut.	1.0		3
	Educ 7a	Teaching Cont. of Elem. Sch. Subj.	1.25		3
	Educ 7b	Teaching Cont. of Elem Sch. Subj.	1.0		3
	PrArts 2	Intro to Practical Arts 2	1.25		3
	Eng 55	Intro to Shakespeare	1.5		3
	Educ 11	Audio-Visual Education	1.5		3
2nd Semester 1976-77		x-x-x			
	Heal [illegible]	Pers Home & Comm Hygiene & First Aid	1.25		3
	Eng 31	An Intro to Linguistic & Language Teaching	1.25		3
	Eng 33	Teaching of Reading in Elem Grades	1.25		3
	Eng 59	Masterpieces of Worls Literature	1.25		3
	Educ 8a	Obs. & Part & On-Campus Student Teaching	2.0		5
	Educ 9a	Student Teaching	1.25		4
Summer 1977		x-x-x			
	Educ 7	Teaching Cont of Sec Sch Subject	1.75		3
	Eng 32	Teaching English as 2nd Language	1.0		3
	Eng 34	Speech Improvement for Teaching	1.0		3

x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x over x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-

GRADING SYSTEM: 1 (95–100); 1.25 (93–94); 1.5 (91–92); 1.75 (89–90); 2.0 (85–87); 2.25 (83–84); 2.5 (81–82); 2.75 (78–80); 3.0 (75-77); 5.0 (Below 75–Failure); Inc. — Incomplete; Dr: — (Dropped); W — (Withdrew)

REMARKS:...

(Not valid without College seal)

Prepared by:

Checked by:

SHEET TWO

DEMOCRITO B. RESPECIA
Registrar

Rizal Memorial Colleges

Davao City

OFFICE OF THE REGISTRAR

OFFICIAL TRANSCRIPT OF RECORD

Name: C[redacted], M[redacted] D.

TERM	COURSE NO.	DESCRIPTIVE TITLE OF COURSE	Grades Final	Grades Re-Exam	Credit
		RIZAL MEMORIAL COLLEGES-Davao City			
1st Semester 1977-78		xxx-x			
	Eng 35	Advanced Comp & Creative "riting	1.0		3
	Eng 54	A Survey of English Literature	1.25		3
	Hum 2	Applied Aesthetics	1.25		3
	Educ 9a	Student Teaching	1.25		4

NOTE: CONFERRED the degree of BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (B.S.E.ED.) as per Special Order (B) No. 2-0629 s. 1978, dated July 21, 1978.

rmc rmc rmc rmc rmc rmc rmc TRANSCRIPT CLOSED rmc rmc rmc rmc rmc rmc rmc rmc

February 6, 1979

TO WHOM IT MAY CONCERN:

This is to certify that documentary stamps in the amount of one peso and fifty centavos (₱1.50) have been attached to the duplicate hereof and duly cancelled.

DEMOCRITO B. RESPECIA
Registrar

GRADING SYSTEM: 1 (95–100); 1.25 (93–94); 1.5 (91–92); 1.75 (89–90); 2.0 (85–87); 2.25 (83–84); 2.5 (81–82); 2.75 (78–80); 3.0 (75–77); 5.0 (Below 75–Failure); Inc. — Incomplete; Dr: — (Dropped); W — (Withdrew)

REMARKS: FOR REFERENCE PURPOSES ONLY.

(Not valid without College seal)

Prepared by: DBR/lpg **

Checked by:

SHEET three

DEMOCRITO B. RESPECIA
Registrar

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Laboratories and Other Facilities

The adequacy and quality of laboratories and workshops, the availability of laboratory equipment and supplies and of computer time, and the number of students who need to share equipment can all be indicators of program quality.

Faculty

The student-faculty ratio, the number of students and faculty in a given department or degree program, and the number and percentage of faculty members holding graduate degrees can all be indicators of program quality.

Admissions Requirements

The level of NCEE scores and secondary school grades required for admission indicate the competition which each student will face in the classroom, and the level of teaching which is likely to occur. However, there are excellent professors in nonselective institutions and mediocre professors in selective institutions. Similarly, excellent students do enroll in nonselective institutions for reasons not related to admissions selectivity.

STANDARDIZED TESTS

English Proficiency

Until the 1974-75 academic year English was the principal medium of instruction in elementary, secondary, and postsecondary institutions. Since Philippine education is trilingual, with English, Tagalog, and a native language each required at some level of formal education, a Philippine student's proficiency in English may not be as good as that of a student from a culture where English is the only language used.

Since 1974-75 Pilipino has been mandated to be the language of instruction in elementary and secondary schools in all subjects except mathematics and sciences. Pilipino will also become the language of instruction in university courses in social science fields as soon as teachers and teaching materials have been prepared, perhaps as early as 1981-82. English will continue to be the language of instruction in mathematics and sciences.

Philippine university staff members reported that the English proficiency of new students in 1978 was poorer than that of students admitted prior to the transfer to Pilipino as a medium of instruction at the elementary and secondary levels. It is therefore advisable that a test of English proficiency such as TOEFL (Test of English as a Foreign Language) be required of all Filipino applicants.

Academic Aptitude

The ACT, SAT, GRE, GMAT, MAT, and other tests of academic aptitude are designed for students who have been educated in the United States. They are of lesser value when taken by students from other countries because of differences in the content and focus of academic curricula, lack of familiarity with multiple choice and time-limited testing procedures, cultural differences, and, sometimes, lower listening and reading proficiency in English. High scores on these tests are an indication of strong academic aptitude. Low scores may be a result of weak academic aptitude or weak language proficiency or any of a number of other factors.

PLACEMENT RECOMMENDATIONS

The following recommendations are presented as a guide for academic placement of Filipino students in U.S. institutions. These recommendations are based on quantifiable comparisons plus knowledge developed by the U.S. workshop participants through an in-depth review of the Philippine system of education. Because there are variations in quality within the educational systems of both the Philippines and the United States, further allowances should be considered for those applicants with outstanding academic ability and preparation.

Educational Background of Filipino Students	Placement Recommendation for U.S. Admissions Officers
1. Less than graduation from high school	Place in elementary or secondary school on a year for year basis or by examination/evaluation in special cases.
2. Graduation from high school [a]	May be considered for freshman college admission, as are exceptional U.S. students, if the student scored at the 75th percentile or above on the NCEE or if the student's academic record and other testing results indicate exceptional ability. Placement in grade 11 or 12 may be called for as indicated by the student's academic record and/or test results. [b]
3. Completion of one year of full-time postsecondary work	Consider for freshman college admission using recommendation no 2. as a guide. In some cases, there may be a possibility for some advanced standing credit.
4. Completion of more than one year of full-time postsecondary work	Consider for undergraduate admission, with transfer of credit determined on a course-by-course basis for work completed beyond the first year. [c]
5. Completion of a Graduate Nurse (G.N.) diploma program	Consider for undergraduate admission, with transfer of credit determined on a course-by-course basis for work completed beyond the first year. [c] [d]
6. Completion of a two-year Trade Technical certificate program	Consider for undergraduate admission, with transfer of credit determined on a course-by-course basis for work completed beyond the first year where relevant to the student's objectives. [c]
7. Completion of a three-year Industrial Technician diploma program	Consider for undergraduate admission, with transfer of credit determined on a course-by-course basis for work completed beyond the first year. [c]
8. Completion of a four-year bachelor's degree program	Consider for graduate admission students who have at least an 85 or 2.0 grade average and a strong major, subject to compliance with institutional admission requirements. A student holding a four-year bachelor's degree and whose academic record and test scores are not adequate for graduate admission may be considered for upper-level undergraduate status with transfer of credit determined on a course-by-course basis, or for provisional graduate status.
9. Completion of a five-year bachelor's degree program in architecture or engineering	Consider to have a degree comparable to a U.S. bachelor's degree in architecture or engineering. [d]
10. Completion of one full academic year of a master's degree program	Consider for graduate admission; transfer of credit can be determined on a course-by-course basis. [c]
11. Completion of a master's degree program	Consider for advanced graduate studies. [c]
12. Completion of a Bachelor of Laws (LL.B.) degree program (4 years A.B. or B.S. Com. plus 4 years Law)	Consider to have a professional degree comparable to a law degree in the United States, but in Philippine law rather than U.S. law. [d]
13. Completion of a Doctor of Dental Medicine (D.D.M.) degree program	Consider to have a degree comparable to a D.D.S. degree in the United States. [d]
14. Completion of a Doctor of Medicine (M.D.) degree program	Consider to have a professional degree comparable to and M.D. degree in the United States. [d]

Educational Background of Singapore Students	Placement Recommendations for U.S. Admissions Officers
15. Completion of a Doctor of Optometry (O.D.) degree program	Consider to have a professional degree comparable to an O.D. degree in the United States. [d]
16. Completion of a Doctor of Veterinary Medicine (D.V.M.) degree program	Consider to have a professional degree comparable to a D.V.M. degree in the United States. [d]
17. Completion of part of a doctoral degree program	Consider for graduate admission, with transfer of credit determined on a course-by-course basis for work completed at the graduate level. [c]
18. Completion of a doctoral degree program (D.B.A., D.M.E., D.P.A., Ed.D., Ph.D.)	Consider to have a degree comparable to a doctoral degree in the United States.

Footnotes:

a. The elementary school program is generally six years in length. Some private schools offer one additional year of elementary school. The secondary program is four years.

b. Generally students with NCEE scores below the 75th percentile should not be considered for freshman college admission, except when an institution with compensatory programs has an open admission policy for U.S. citizens and immigrants.

c. Credit may be determined on the basis of syllabus review, transcript evaluation, or validating examinations.

d. This recommendation pertains to academic placement. Each state licensing agency sets its own standards for eligibility for professional licensure.

Please Note:

These placement recommendations are the result of a careful review of the Philippine education system by the U.S. workshop participants. As might be expected, the diverse institutional backgrounds of the participants did not result in unanimity of opinion regarding all placement recommendations. Therefore, these placement recommendations, particularly those pertaining to the Philippine high school diploma and the four-year bachelor's degree recommendations have been articulated in positive statements to suggest institutional flexibility in determining the appropriate placement of these students with regard to both quantitative factors and educational achievement.

APPENDIX A. GLOSSARY

agham	science; study of nature
ang	an article used before a singular common noun
antas	grade, degree
araling panlipunan	social studies
arte	arts
at	and
ateneo	atheneum; school
barangay	a civil administrative unit; a community within a city or rural area. In rural areas, it is similar to an unincorporated village in rural United States; in urban areas, it is similar to a precinct in the United States. See *barrio.*
barrio, baryo	a community within a city or rural area; originally a kinship group of 30 to 50 families, later a civil administrative unit. The Spanish word *barrio* was replaced in the 1970s by the Pilipino word *barangay.*
batas	law, laws, constitution
batsilyer	bachelor (degree)
bayan	state, country; public, town
buhay	life, living
buwan	month
centro	central
ciudad	city
colegio	college
dalubhasa	expert, wise
dibinidad	divinity
doktor	doctor (degree)
edukasyon	education
escolar	scholar
eskuwelahan	school
Filipina, Filipino	a citizen of the Philippines
Filipiniana	library resources which pertain to the Philippines and its culture
form 137A	secondary school permanent record
form 138	student report card
gitna	middle, midst; center, central
guro	teacher
hanap	object of search
hanapbuhay	work, occupation; trade
hilaga; hilagang	north; northern
iskuwelahan	school
kabataan	youth
kagawaran	department, bureau; ministry
Kagawaran ng Edukasyon at Kultura	Ministry of Education and Culture
kagitnaan	central
kanluran	west
kapisanan	society, organization, association, federation, party
kapuluan	islands, archipelago
karunungan	science; knowledge
kasiningan	arts, art
kawanihan	bureau
Kawanihan ng Lalong Mataas na Edukasyon	Bureau of Higher Education
kolehiyo	college
kultura	culture
kurso	course, career
liceo, lyceum	secondary school
lunsod, lungsod	city
mataas	high, tall; well known
mataas na paaralan	high school
Maynila	Manila
medisina	medicine
Metro Manila	the city of Manila and the surrounding urban area; includes the cities of Caloocan, Manila, Pasay, and Quezon, and the municipalities of Las Pinas, Makati, Malabon, Mandaluyong, Marikina, Muntinlupa, Navotas, Paranaque, Pasig, Pateros, San Juan, Taging, and Valenzuela
mga (manga)	an article placed before a noun to denote plurality
na	an article used to connect a modifier with a noun
nayon	municipality, *barrio*
ng, nang	of
paaralan	school, school house
paaralang bayan	public school
paaralang mataas	high school
paaralang panggitna	intermediate school
paaralang pribado	private school
paghahandang pangdalubhasaan	college preparatoy
pagnanarses	nursing
pamantasan	university
pambansa	national
pampamahalaan	state, government
panggitna	intermediate
petsa	date
Pilipino	a form of Tagalog, with parts of other native languages added; the national language since 1970
pilosopiya, pilosopya	philosophy
poblacion	a provincial urban unit, a town; similar to an incorporated town in rural United States; usually has several satellite *barangays* attached to it administratively
pribado	private
punong guro, punung guro	head teacher, principal
sa	a preposition used to form adverbial phrases of place; of
sangay	branch
San	Saint
sentral	central; may refer to a public elementary school
silangan; silanganin	east; eastern
sining	art, arts
Sta., Santa	Saint
Tagalog	a branch of the Malay-Polynesian language group; the dominant language of Central Luzon, including the Manila area; the national language until 1970. See *Pilipino.*
tagapagturo	teacher
tagapamahala	superintendent, supervisor, principal
tahanan	residence, home

tanging patibay	special order; issued by the Ministry of Education and Culture; required before a private institution can award a degree to any individual student.
taon	year
Tapos sa Kurso ng Pagnanarses	Graduate in Nursing
Tapos sa Pagnanarses	Graduate in Nursing
timog	south
YCAP	formerly Youth Civic Action Program; now Youth Countryside Action for Progress; required community service activities for students in elementary and secondary schools

APPENDIX B. ABBREVIATIONS

ACSC	Association of Christian Schools and Colleges (see page 145)
ACSC-AA	Association of Christian Schools and Colleges Accrediting Agency (see page 146)
CAT	Citizen Army Training
CEAP	Catholic Educational Association of the Philippines (see page 146)
CMT	Citizen Military Training
COCOPEA	Coordinating Council for Private Educational Associations (see page 146-47)
DEC	Department of Education and Culture (see MEC)
FAAP	Federation of Accrediting Associations of the Philippines (see page 147)
FAPE	Fund for Assistance to Private Education (see page 147)
MEC	Ministry of Education and Culture (until June 1978 known as DEC, Department of Education and Culture)
NCEE	National College Entrance Examination (see page 148)
PAASCU	Philippine Accrediting Association of Schools, Colleges and Universities (see page 146)
PACSB	Philippine Association of Collegiate Schools of Business (see page 147)
PACU	Philippine Associations of College and Universities (see page 146)
PACU-COA	Philippine Association of Colleges and Universities Commission on Accreditation (see page 146)
PAEF	Philippine-American Educational Foundation (see page 147)
PAGE	Philippine Association of Graduate Education (see page 147)
PASUC	Philippine Association of State Universities and Colleges (see pages 147-48)
PCSPE	Presidential Commission to Survey Philippine Education
P.D.	Presidential decree
PMT	Preparatory Military Training
S.O.	Special Order
TPA	Tree Planting Activities
YCAP	Youth Countryside Action for Progress (formerly Youth Civic Action Program); required community service activities for students in elementary and secondary schools; (see pages 134, 139-40)
YDT	Youth Development Training (see page 140)

APPENDIX C. PHILIPPINE POSTSECONDARY SCHOOLS LIST

This list is drawn from several major sources: the *Philippine Atlas*, 1975, school lists provided by central and regional offices of the Ministry of Education and Culture, and recent books containing lists of schools in the Philippines. Unfortunately, the list is not comprehensive.

NAME OF INSTITUTION

Institutional name changes are common. To the best of our knowledge, the most recent name has been given, accompanied by past names. The institution is also cross-listed by each of its known former names. Institutional nomenclature may be misinterpreted, for example, St. Mary's Junior College in Sta. Maria, Ilocos Sur (recently renamed St. Mary's College) was authorized to grant a bachelor's degree while known as a junior college. Tagkawayan High School in Quezon province offers a postsecondary one-year diploma.

LOCATION

Province names may change as large provinces are subdivided and new provinces created. The following is a list of provincial abbreviations.

ABR	Abra
ABY	Albay
AGN-N	Agusan del Norte
AGN-S	Agusan del Sur
AKN	Aklan
ATQ	Antique
BGS	Batangas
BGT	Benguet
BHL	Bohol
BKN	Bukidnon
BNS	Batanes
BTN	Bataan
BUL	Bulacan
CBO	Cotabato
CBU	Cebu
CDS	Catanduanes
CGN	Cagayan
CMN	Camiguin
CMS-N	Camarines Norte
CMS-S	Camarines Sur
CPZ	Capiz
CVE	Cavite
DVO-N	Davao del Norte
DVO-O	Davao Oriental
DVO-S	Davao del Sur
E-SMR	Eastern Samar
IFO	Ifugao
ILC-N	Ilocos Norte
ILC-S	Ilocos Sur
ILO	Iloilo
ISB	Isabela
KGA-AYO	Kalinga-Apayo
LGA	Laguna
LNO-N	Lanao del Norte
LNO-S	Lanao del Sur
LU	La Union
LYE	Leyte
MBT	Masbate
MDQ	Marinduque
MIS-OCC	Misamis Occidental
MIS-OR	Misamis Oriental
MNL	Manila
MP	Mountain Province
N-SMR	Northern Samar
NE	Nueva Ecija
NGS-OCC	Negros Occidental
NGS-OR	Negros Oriental
NV	Nueva Vizcaya
OCC-MDO	Occidental Mindoro
OR-MDO	Oriental Mindoro
PGN	Pangasinan
PLW	Palawan
PMA	Pampanga
QRO	Quirino
QZN	Quezon
RMN	Romblon
RZL	Rizal
S-COB	South Cotabato
S-Lye	Southern Leyte
SGN	Sorsogon
SGO-N	Surigao del Norte
SGO-S	Surigao del Sur
SLU	Sulu
SQJ	Siquijor
TLC	Tarlac
W-SMR	Western Samar
ZBA-N	Zamboanga del Norte
ZBA-S	Zamboanga del Sur
ZBS	Zambales

YEAR FOUNDED OR PROGRAM FOUNDED

Founding dates are given wherever possible. Dates in parenthesis indicate the year in which the first of the institution's postsecondary degree programs were recognized by the Ministry of Education and Culture or its predecessors. These dates were taken from the *Directory of Authorized Private Schools and Courses 1970-71*, published by the Bureau of Private Schools (which no longer exists.)

STUDENT ENROLLMENT

Most of these figures come from enrollment figures for the 1973-74 school year. More current statistics have been substituted where available.

ACCREDITATION

Accreditation is developing rapidly. This information will likely be outdated soon. PAASCU is the Philippine Accrediting Association of Schools, Colleges and Universities; ACSC-AA is the Association of Christian Schools and Colleges-Accrediting Agency; and PACU-COA is the Philippine Association of Colleges and Universities Commission on Accreditation. Comm. is commerce; lib. arts is liberal arts; agri. is agriculture; ed. is education. Unless specifically noted, all accreditation is for one or more postsecondary programs. See page 145-46 for more detailed information on accreditation.

FINAL NOTE

Some of the schools on this list may no longer exist. Further information can be obtained by writing the Bureau of Higher Education, Ministry of Education and Culture, Manila, Philippines.

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
ABAD SANTOS EDUCATIONAL INSTITUTE (See Ortañez University)						
ABADA MEMORIAL COLLEGE (See Ortañez University)	Pinamalayan, OR-MDO	1950		PNSec	8,847	
A.B.M. SISON HOSPITAL SCHOOL OF NURSING	Pasig, RZL					
ABRA SCHOOL OF ARTS & TRADES	Bangued, ABR	1966	727	S	3,050	
ABRA VALLEY COLLEGE	Bangued, ABR	(1953)		P		
ADAMSON SCHOOL OF INDUSTRIAL CHEMISTRY (See Adamson University)						
ADAMSON UNIVERSITY	Ermita, MNL	1932	12,655	PSec	50,000	
ADELPHI COLLEGE (THE)	East Lingayen, PGN	1945		PNSec		
AGAMA ISLAM ACADEMY	Ganassi, LNO-S					
AGNO VALLEY COLLEGE	Malasiqui, PGN	1936	170	PNSec	11,200	
AGO MEDICAL AND EDUCATIONAL CENTER (Formerly Ago General Hospital School of Nursing)	Legazpi City, ABY	1975	638		4,706	
AGRO INDUSTRIAL FOUNDATION OF SOUTHERN PHILIPPINES	Tanglad, DVO-S			PNSec		
AGUSAN COLLEGE	Butuan City, AGN-N	1951	11,882	PNSec	10,500	
AGUSAN INSTITUTE (See Butuan City Colleges)						
AGUSAN DEL SUR COLLEGE	Bayugan, AGN-S	1966		PNSec		
AKLAN AGRICULTURAL COLLEGE	Banga, AKL			S		
AKLAN COLLEGE	Kalibo, AKL	(1949)		PNSec		
AKLAN NATIONAL COLLEGE OF FISHERIES	New Washington, AKL			S		
AKLAN TECHNICAL & FASHION SCHOOL	Kalibe, AKL	1947				
ALANGALANG AGRO-INDUSTRIAL SCHOOL	Alangalang, LYE					

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
ALANO MEMORIAL HOSPITAL SCHOOL	Basilan City, ZBA-S					
ALBANO COMMERCIAL SCHOOL	Cotabato City, CBO-N	1948		PNSec		
ALBAY INSTITUTE (see Bicol College)						
ALDERSGATE COLLEGE	Solano, NV	1965	125	PSec	10,665	
ANDRES BONIFACIO COLLEGE	Dipolog City, ZBA-N	1940	878	PNSec		
ANDRES SORIANO COLLEGE (formerly Andres Soriano Junior College)	Bislig, SGO-S	1967	352	PNSec	6,620	
ANGELES CITY INSTITUTE OF TECHNOLOGY (see Angeles University)						
ANGELES UNIVERSITY (formerly Angeles City Institute of Technology; also known as Pamantasan Ng Angeles)	Angeles City, PMA	1963	2,694	PNSec	20,000	
ANNUNCIATION COLLEGE OF BACON	Bacon, SGO	1961		PSec	9,500	
ANTIPOLO SCHOOL OF MIDWIFERY & NURSING	Antipolo, MNL					
ANTIQUE SCHOOL OF ARTS AND TRADES	Sibalom, ATQ			S		
APARRI COLLEGE OF FISHERIES	Aparri, CGN	1958	194	S		
APARRI SCHOOL OF ARTS AND TRADES	Aparri, CGN			S		
AQUINAS UNIVERSITY (formerly Legazpi College and Legazpi Junior Colleges)	Legaspi City, ABY	1948	3,079	PSec	49,000	PAASCU (liberal arts, education, commerce)
ARANETA INSTITUTE OF AGRICULTURE (see Gregorio Araneta University Foundation)						
ARANETA UNIVERSITY (see Gregorio Aranata University Foundation)						
ARANETA UNIVERSITY EXTENSION (formerly Araneta University Branch)	Caloocan, RZL	1947	4,568	PNSec	3,910	

TYPE: PNSec-Private Nonsectarian; PSEC-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
ARANETA UNIVERSITY FOUNDATION (see Gregorio Araneta University Foundation)						
ARAULLO LYCEUM	Cabanatuan, NE	1950		PNSec		
ARAYAT JUNIOR COLLEGE (formerly Arayat Institute)	Arayat, PMA	(1969)				
ARCADE VOCATIONAL SCHOOL	Burawen, LYE					
ARCHDIOCESAN MAJOR SEMINARY	Vigan ILC-S					
ARELLANO MEMORIAL COLLEGE	Malabon, RZL	1948	1,927	PNSec	5,392	
ARELLANO UNIVERSITY (also known as Pamantasan Arellano)	Sampaloc, MNL	1938	10,117	PNSec	24,492	
ARTECHE NATIONAL AGRICULTURAL SCHOOL	Arteche, E-SMR					
ARTEX TRADE SCHOOL	Malabon, RZL					
ARTISTIC TECHNICAL-VOCATIONAL SCHOOL	Olongapo City, ZBS					
ASBURY COLLEGE	Anda, PGN	1947	720	PNSec		
ASIAN CENTER OF EDUCATION	Mendoza, MNL					
ASIAN INSTITUTE OF MANAGEMENT	Makati, RZL	1968		PNSec		
ASIAN INSTITUTE OF TOURISM (part of University of the Philippines Extension)						
ASIAN SOCIAL INSTITUTE	Manila, MNL	1962		PSec	6,000	
ASSEMBLYMAN MARIANO MARCOS MEMORIAL SCHOOL	Kiblawan, DVO-S		136	PNSec		
ASSUMPTION COLLEGE (formerly Assumption Convent)	Makati, RZL	1940	415	PSec		PAASCU (Lib.arts, ed., comm., high school)
ASSUMPTION COLLEGE (formerly Assumption Academy)	San Fernando, PMA	1963	2,003	PSec	11,759	

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ASSUMPTION COLLEGE OF DAVAO	Davao City	(1962)		PSec		
ASSUMPTION COLLEGE OF NABUNTURAN	Nabunturan, DVO-N	1955	902	PSec		
ASSUMPTION COLLEGE OF SAMAR	Guiuan, E-SMR	(1951)				
ASSUMPTION CONVENT	Iloilo City, ILO	(1954)		PSec	10,700	PAASCU (high school)
ATENEO DE CAGAYAN (see Xavier University)						
ATENEO DE DAVAO UNIVERSITY	Davao City	1948	3,096	PSec	30,000	PAASCU (lib. arts, comm., high school, elementary)
ATENEO DE MANILA UNIVERSITY	Quezon City RZL	1859	2,525	PSec	263,000	PAASCU (lib. arts, comm., high school, elementary)
ATENEO DE NAGA	Naga City, CMS-S	1940	1,203	PSec	25,819	PAASCU (high school)
ATENEO DE ZAMBOANGA	Zamboanga City, ZBA-S	1952	1,573	PSec		PAASCU (high school)
BADOC JUNIOR COLLEGE	Badoc, ILC-N	1949	531	PNSec		
BAGUIO COLLEGES FOUNDATION	Baguio City, BGT	1946		PNSec		
BAGUIO ELECTRONICS AND TECHNICAL INSTITUTE	Baguio City, BGT					
BAGUIO GENERAL HOSPITAL SCHOOL OF NURSING	Baguio City, BGT					
BAGUIO TECHNICAL AND COMMERCIAL COLLEGE (see University of Baguio)						
BALANGIGA RURAL SCHOOL	Balangiga, E-SMR					
BALAYAN COLLEGES (formerly Balayan Institute)	Balayan, BGS	1926	153	PNSec	6,827	
BALIAN COMMUNITY COLLEGE	Balian, LGA					

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NAME OF INSTITUTE	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
BALIUAG COLLEGES	Baliuage, BUL	1925	1,751	PNSec		
BALOI ISLAMIC INSTITUTE	Baloi, LNO-N			P		
BATAAN BUSINESS INSTITUTE	Bagac, BTN			PNSec		
BATAAN COMMUNITY COLLEGE	Balanga, BTN					
BATAAN NATIONAL SCHOOL OF ARTS AND TRADES	Balanga, BTN	1953	962	S		
BATAC JUNIOR COLLEGE	Batac, ILC-N	1940		PNSec	5,000	
BATANGAS EASTERN ACADEMY	San Juan, BGS			PNSec		
BATANGAS INSTITUTE OF ELECTRONICS	Batangas City, BGS					
BATANGAS SOUTHWESTERN COLLEGE	Nasugbu, BGS	1967	115	PNSec	8.000	
BATO SCHOOL OF FISHERIES	Bato, LYE					
BATTIG PIANO SCHOOL	Cebu City, CBU			PNSec		
BAUANG COMMUNITY INSTITUTE	Calumbaya, LU					
BAYBAY NATIONAL COLLEGE OF AGRICULTURE AND TECHNOLOGY	Siniloan, LGA			S		
BENGUET SCHOOL OF ARTS AND TRADES	Bokod, BGT	1972	23	S	200	
BENITO MEMORIAL ACADEMY	Balabugan, LNO-S			PNSec		
BERCHMAN'S COLLEGE	Quezon City, RZL			PNSec		
BICOL CENTRAL ACADEMY	Libmanan, CMS-S			PNSec		
BICOL COLLEGE (formerly Albay Institute & Bicol Junior College)	Daraga, ABY	1941	790	PNSec	22,383	
BICOL REGIONAL SCHOOL OF ARTS & TRADES (see Bicol University)						

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BICOL SCHOOL OF FISHERIES (see Bicol University)						
BICOL TEACHERS COLLEGE (see Bicol University)						
BICOL TECHNICAL INSTITUTE EDUCATIONAL FOUNDATION, INC.	Daet, CMS-N	1966		PNSec		
BICOL UNIVERSITY (formerly Bicol Regional School of Arts & Trades, Bicol School of Fisheries, Bicol Teachers College, and Roxas Memorial Agricultural School)	Legaspi City, ABY	1969	12,454	S	50,565	
BILIRAN NATIONAL AGRICULTURAL COLLEGE	Biliran, LYE	1950	45	S		
BINALBAGAN CATHOLIC COLLEGE	Binalbagan, NGS-OCC	1957	2,107	PSec	10,000	
BIÑAN COLLEGE	Biñan, LGA					
BIÑAN TECHNICAL INSTITUTE	Biñan, LGA					
BINONDO MATERNITY HOSPITAL SCHOOL OF MIDWIFERY	Binondo, MNL	1952		PNSec	150	
BISLIG BAY COLLEGE	Bislig, SGO-S	1967		PNSec	2,181	
BLESSED TRINITY HIGH SCHOOL	Talibon, BHL			PSec		
BOHOL AGRICULTURAL COLLEGE	Bilar, BHL	1915	207	S	2,660	
BOHOL GENERAL HOSPITAL SCHOOL OF NURSING	Tagbilaran City, BHL					
BOHOL SCHOOL OF ARTS AND TRADES	Tagbilaran City, BHL	1906		S	11,000	
BOHOL SCHOOL OF FISHERIES	Candijay, BHL	1959	111	S		
BOHOL TECHNICAL INSTITUTE	Tagbilaran City, BHL					
BONTOC AGRICULTURAL & FISHERY SCHOOL	BONTOC, S-LYE					
BROKENSHIRE SCHOOL OF NURSING	Davao City	1954	352	PSec		
BUHI LYCEUM	Buhi, CMN-S			PNSec		

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BUKIDNON NORMAL COLLEGE	Malaybalay, BKN	1924	286	S	15,023	
BULACAN COLLEGE OF ARTS AND TRADES (also known as Kolehiyo Ng Bulakan Sa Sining at Hanap-Bukay)	Malolos, BUL	1904	2,402	S	13,017	
BULACAN COMMUNITY COLLEGE	San Rafael, BUL	1966	593	PNSec		
BULACAN MEDICAL CENTER SCHOOL OF NURSING	Balluag, BUL					
BULACAN NATIONAL AGRICULTURAL COLLEGE	San Ildefonso, BUL	1953	108	S		
BUTUAN CITY COLLEGES (formerly Agusan Institute)	Butuan City, AGN-N	1949	577	PNSec	10,000	
BUTUAN DOCTOR'S SCHOOL	Butuan City, AGN-N					
CABALUM COMMERCIAL SCHOOL	Iloilo City, ILO			PNSec	3,000	
CABANATUAN CITY COLLEGES	Cabanatuan City, NE			PNSec		
CABANATUAN MEDICAL CENTER SCHOOL (SCHOOL OF MIDWIFERY)	Cabanatuan City, NE					
CABARRUS CATHOLIC COLLEGES	Sipalay, NGS-OCC	1965	1,425	PSec		
CABUCGAYAN NATIONAL SCHOOL OF ARTS AND TRADES	Cabucgayan, LYE			S		
CAGAYAN CAPITOL COLLEGE	Cagayan de Oro City, MIS-OR	1971	3,753	PNSec	16,030	
CAGAYAN DE ORO COLLEGE (formerly Parent Teacher College)	Cagayan de Oro City, MIS-OR	1947	1,500	PNSec	14,300	
CAGAYAN NATIONAL AGRICULTURE SCHOOL (see Northern Luzon State College of Agriculture)						
CAGAYAN TEACHERS COLLEGE	Tuguegarao, CGN	(1955)		PNSec		
CAGAYAN VALLEY AGRICULTURAL COLLEGE	Lal-lo, CGN		186	S		
CAGAYANVALLEY AUTOMOTIVE SCHOOL	San Mateo, ISB					

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
CAGAYAN VALLEY COLLEGE OF ARTS AND TRADES	Tuguegarao, CGN	1907	1,991	S	5,263	
CAGAYAN VALLEY INSTITUTE OF TECHNOLOGY	Cabagan, ISB	1961	702	S	6,620	
CAGAYAN VALLEY VOCATIONAL INSTITUTE	Quirino, NV					
CALAPAN SCHOOL OF ARTS AND TRADES	Calapan, OR-MDO			S		
CALAUAG CENTRAL COLLEGE	Calauag, QZN	1931	1,234	PNSec	9,058	
CAMARINES SUR COMMUNITY COLLEGE	Naga City, CMS-S					
CAMARINES SUR AGRICULTURAL COLLEGE (formerly Camarines Sur National Agricultural School; Camarines Sur Regional Agricultural School; and Camarines Sur Agricultural High School)	Pili, CMS-S	1918	1,890	S	17,065	
CAMARINES SUR NATIONAL COLLEGE OF ARTS AND TRADES (formerly Camarines Sur National School of Arts and Trades & Camarines Sur Trade School; also known as Pambansang Kolehiya Ng Kamarines Sur Sa Sining at Hanapbuhay)	Naga City, CMS-S	1910	754	S	10,206	
CAMILING COLLEGES	Camiling, TLC	1946	2,235	PNSec		
CAN-AVID AGRO-INDUSTRIAL SCHOOL	Can-Avid, E-SMR					
CANOSSA COLLEGE	San Pablo City, LGA	1948		PSec	14,362	
CANTILAN NATIONAL TRADE SCHOOL	Cantilan, SGO-S		117			
CAPALONGA INSTITUTE	Capalonga, CMS-S			PNSec		
CAPE BOLINAO HIGH SCHOOL (COLLEGE OF LIBERAL ARTS)	Bolinao, PGN	1967	13	PNSec	1,205	
CAPITOL MEDICAL CENTER SCHOOL OF NURSING	Quezon City, RZL					
CAPITOL TECHNICAL INSTITUTE	Manila					
CAPIZ AGRICULTURAL AND FISHERY SCHOOL	Pontevedra, CPZ	1957	479	S	1,823	

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CAPIZ COLLEGES	Roxas City, CPZ	1947	506	PNSec	24,250	
CAPIZ INSTITUTE OF TECHNOLOGY	Roxas City, CPZ	1917	256	S	2,246	
CARIGARA SCHOOL OF FISHERIES	Carigara, LYE					
CATANDUANES AGRICULTURAL AND INDUSTRIAL COLLEGE	J. Panganiban, CDS			S		
CATANDUANES COLLEGE	Virac, CDS			PNSec		
CATANDUANES STATE COLLEGE	Virac, CDS		10,030	S	3,657	
CATARMAN AGRICULTURAL SCHOOL or CATARMAN FARM SCHOOL (see University of Eastern Philippines)						
CATHEDRAL SCHOOL OF TECHNOLOGY (formerly Cathedral High School)	Cagayan de Oro, MIS-OR	1963	399	P	3,300	
CAVITE COLLEGE OF FISHERIES	Naic, CVE	1970	66	S	366	
CAVITE INSTITUTE	Silang , CVE	1967		PNSec	6,089	
CC TECHNICAL INSTITUTE	San Pablo City, LGA	1957	931	PNSec	3,680	
CEBU AERONAUTICAL TECHNICAL SCHOOL	Cebu City, CBU	1960				
CEBU CAPITOL TECHNICAL INSTITUTE	Cebu City, CBU	1960				
CEBU CENTRAL COLLEGES (formerly Cebu College of Commerce)	Cebu City, CBU	1964	5,009	PNSec	32,075	
CEBU DOCTOR'S COLLEGE	Cebu City, CBU	1973	2,500		12,463	
CEBU EASTERN INSTITUTE	Cebu City, CBU					
CEBU INSTITUTE OF MEDICINE	Cebu City, CBU	(1957)				

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CEBU INSTITUTE OF TECHNOLOGY	Cebu City, CBU	1946	6,361	PNSec	18,000	
CEBU MATERNITY HOSPITAL SCHOOL OF MIDWIFERY	Cebu City, CBU					
CEBU STATE COLLEGE (formerly Cebu Normal College and Cebu Normal School)	Cebu City, CBU	1918	900	S	18,250	
CEBU POLYTECHNIC SCHOOL	Cebu City, CBU	1932	1,179	PNSec		
CEBU ROOSEVELT MEMORIAL COLLEGES	Bogo, CBU	1947	683	PNSec		
CEBU SCHOOL OF ARTS AND TRADES	Cebu City, CBU	1939		S	8,000	
CEBU TECHNICAL SCHOOL	Cebu City, CBU	1950	1,500		1,800	
CEBU (VELEZ) GENERAL HOSPITAL SCHOOL OF NURSING	Cebu City, CBU	1952		PNSec		
CECILIA PIANO SCHOOL	Cebu City, CBU					
CENTER FOR RESEARCH AND COMMUNICATION	Malate, MNL	1967	69	PNSec	3,000	
CENTRAL COLLEGES OF THE PHILIPPINES (formerly Polytechnic Colleges of the Philippines)	Quezon City, RZL	1954	2,968	PNSec	10,020	
CENTRAL INSTITUTE OF TECHNOLOGY	Manila, MNL	1945		PNSec		
CENTRAL INSTITUTE OF TECHNOLOGY	Paniqui, TLC	1949		PNSec		
CENTRAL LUZON DOCTORS SCHOOL OF NURSING	Tarlac, TLC					
CENTRAL LUZON EDUCATIONAL CENTER (see Manuel V. Gallego Foundation College)						
CENTRAL LUZON POLYTECHNIC COLLEGE	Cabanatuan City, NE	1929	1,767	S	13,881	
CENTRAL LUZON POST TELEGRAPH SCHOOL	Cabanatuan City, NE					
CENTRAL LUZON SCHOOL OF NURSING (see Manuel V. Gallego Foundation College)						
CENTRAL LUZON STATE UNIVERSITY (also known as Pampamahalaang Pamantasan Ng Gitnang Luzon)	Muñoz, NE	1907	3,387	S	26,740	PAASCU (agr.)

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CENTRAL LUZON TEACHERS COLLEGE (See Pangasinan State University)						
CENTRAL LUZON TECHNICAL SCHOOL	Cabanatuan City, NE	1946	1,303	PNSec		
CENTRAL LYCEUM OF CATANDUANES	Bato, CDS	1966	197	PNSec	5,000	
CENTRAL MINDANAO COLLEGES	Kidapawan, N-CBO	1946	590	PNSec		
CENTRAL MINDANAO UNIVERSITY (formerly Mindanao Agricultural College; also known as Pamantasan Ng Kagituaang Mindanao)	Musuan, BKN	1925	3,436	S	12,000	
CENTRAL NEGROS INSTITUTE (Central Negros College)	San Carlos City, NGS-OCC			PNSec		
CENTRAL PHILIPPINES TECHNICAL INSTITUTE	Cebu City, CBU					
CENTRAL PHILIPPINES UNIVERSITY (formerly Central Philippine College)	Iloilo City, ILO	1905	7,730	PSec	79,000	ACSC-AA (liberal arts) PAASCU (Nursing)
CENTRAL RADIO AND ELECTRONICS SCHOOL	Iloilo City, ILO	(1953)				
CENTRAL SULU COLLEGE	Siasi, SLU	1951	116	PNSec		
CENTRAL TECHNICAL INSTITUTE	Masbate, MBT					
CENTRAL VISAYAN COLLEGE	Jagna, BHL	1929	657	PNSec		
CENTRAL VOCATIONAL INSTITUTE	Bantay, ILC-S					
CENTRO ESCOLAR UNIVERSITY (also known as Pamantasan Centro Escolar)	San Miguel, MNL	1907	10,773	PNSec	61,632	
CERVANTES NATIONAL SCHOOL OF ARTS AND TRADES	Cervantes, ILC-S			S		
CHIANG KAI SHEK COLLEGE	Tondo, MNL	1939	4,082	PNSec	55,000	
CHINESE GENERAL HOSPITAL COLLEGE OF NURSING	Sta. Cruz, MNL	1921	432	PNSec	2,200	
CHONG HUA HOSPITAL SCHOOL	Cebu City, CBU			PNSec		
CHRIST THE KING COLLEGE	Gingoog City, MIS-OR	1903		PSec		

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CHRIST THE KING COLLEGE	Calbayog City, W-SMR	1947	820	PSec		
CHRIST THE KING COLLEGE	San Fernando, LU	(1956)				
CHRIST THE KING HIGH SCHOOL	Lala, LNO-N			PSec		
CHRIST THE KING SEMINARY (see Divine Word Seminary)						
CLARET COLLEGE OF ISABELLA	Basilan City, ZBA-S	(1968)		PNSec		
CLARO M. RECTO ACADEMY	Lipa City, BGS			PNSec		
CLINICA ARELLANO SCHOOL OF MIDWIFERY	Sta. Cruz, MNL	1958	40	PNSec		
COLEGIO DE LA CONCORDIA	Manila					
COLEGIO DE LA INMACULADA CONCEPCION	Cebu City, CBU	1880	579	PSec	13,000	PAASCU (high School)
COLEGIO DE LA INMACULADA CONCEPCION	Buluan, SGN			PSec		
COLEGIO DE LA MEDALLA MILAGROSA	Jagna, Bohol	(1967)				
COLEGIO DE LA MILAGROSA	Sorsogan, SGN	1937	384	PSec	4,000	
COLEGIO DE LA PURISIMA CONCEPCION	Roxas City, CPZ	1948	4,618	PSec		
COLEGIO DE SAN AGUSTIN (see University of San Agustin)						
COLEGIO DE SAN AGUSTIN DE BACOLOD	Bacolod City, NGS-OCC	1962	3,933	PSec		
COLEGIO DE SAN JOSE-RECOLETOS	Cebu City, CBU	1947	18,300	PSec	57,000	
COLEGIO DE SAN JUAN DE LETRAN	Intramuros, MNL	1620	3,250	PSec		
COLEGIO DE SANTA ISABEL	Naga City, CMS-S	1868	780	PSec	42,300	PAASCU (high school)
COLEGIO DE SANTA RITA	San Carlos City, NGS-OCC	(1957)		PSec		
COLEGIO DEL SAGRADO	Lucena City, QZN					
COLEGIO DEL SAGRADO CORAZON (see Divine Word College of Bangued)						

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COLEGIO DEL SAGRADO CORAZON DE JESUS	Iloilo City, ILO	1917	453	PSec	20,000	PAASCU (high school)
COLLEGE OF MAASIN	Maasin, S-LYE	1924		PNSec		
COLLEGE OF MINDANAO (formerly Mindanao Business and Technical Institute)	Butuan City, AGN-N	1951		PNSec	3,000	
COLLEGE OF ST. JOHN THE BAPTIST	Jiminez, MIS-OCC					
COLLEGE OF THE FAR EAST	Tagbilaran City, BHL	1949	1,059	PNSec	9,909	
COLLEGE OF THE HOLY SPIRIT	Manila, MNL	1913	1,731	PSec	33,767	PAASCU (liberal arts, education, commerce, high school, elementary)
COLLEGE OF THE HOLY SPIRIT OF IROSIN	Irosin, SGN	(1969)		PSec		
COLLEGE OF THE HOLY SPIRIT OF TARLAC	Tarlac, TLC	1939	165	PSec		
COLLEGE OF THE IMMACULATE CONCEPTION	Cabanatuan City, NE	1933	694	PSec		
COLLEGE OF THE REPUBLIC	San Jose, NE	(1949)		PNSec		
COLUMBAN COLLEGE (formerly Naval Reservation Junior College)	Olangapo City, TLC	(1962)	4,960	PSec		
COMMUNITY COLLEGE OF MAJAYJAY	Majayjay, LGA					
COMMUNITY COLLEGE OF SAN FERNANDO	San Fernando, LU					
CONCORD TECHNICAL INSTITUTE	Cebu City, CBU	1955	850	PNSec		
CONCORDIA COLLEGE	Paco, MNL	1868		PSec		
CONGRESS COLLEGE	Agoo, LU	1946		PNSec	9,000	
CORAZON LOCSIN MONTELIBANO MEMORIAL HOSPITAL SCHOOL OF NURSING	Tagbilaran City, BHL					

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CORREGIDOR COLLEGE	Guimba, NE	1927		PNSec		
COSMOPOLITAN COLLEGE (see Ortañez University)						
CURRIMAO SCHOOL OF FISHERIES	Currimao, ILC-N	1971	320	S		
DAGUPAN CITY SCHOOL OF NURSING	Dagupan City, PGN			PNSec		
DAGUPAN COLLEGES AND DAGUPAN JUNIOR COLLEGES (see University of Pangasinan)						
DAGUPAN TECHNICAL INSTITUTE	Dagupan City, PGN					
DALUBHASAANG EPIFANIO DE LOS SANTOS (formerly Epifanio de los Santos College)	Malabon, RZL		159	PNSec	18,991	
DANIEL B. PEÑA MEMORIAL SCHOOL	Tabaco, ABY	(1963)		PNSec		
DANIEL Z. ROMUALDEZ MEMORIAL HOSPITAL SCHOOL OF NURSING	Tacloban, LYE					
DANIEL Z. ROMUALDEZ SCHOOL OF FISHERIES	Tolosa, LYE					
DANSALAN COLLEGE	Marawi City, LNO-S	(1953)		PSec		
DAVAO AUTOMOTIVE SCHOOL	Davao City					
DAVAO CENTRAL COLLEGE	Davao City	1948	1,111	PNSec	10,000	
DAVAO CITY TRADE SCHOOL (see Davao School of Arts & Trades)						
DAVAO DOCTOR'S HOSPITAL SCHOOL OF NURSING	Davao City		264			
DAVAO INSTITUTE OF AGRICULTURAL FOUNDATION	Davao City		151	PNSec		
DAVAO MATERNITY HOSPITAL SCHOOL OF MIDWIFERY	Davao City	1959	249	PNSec		
DAVAO MEDICAL SCHOOL FOUNDATION	Davao City	(1976)	127			

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
DAVAO NATIONAL REGIONAL AGRICULTURAL SCHOOL	Mampising, DVO-OR		860	S		
DAVAO SCHOOL OF ARTS AND TRADES (formerly Davao City Trade School)	Davao City	1953	644	S	10,000	
DE LA SALLE UNIVERSITY (formerly De La Salle College)	Manila, MNL	1911	4,611	PSec	65,000	PAASCU (liberal arts, commerce, engineering, elementary)
DE LOS SANTOS COMMUNITY SCHOOL	Angat, BUL	(1969)				
DEMOCRATIC HARVARDIAN COLLEGE	Ozamis, MIS-OCC	1954	1,744	PNSec	11,541	
DE OCAMPO MEMORIAL SCHOOLS (formerly Philippine College and Philippine Dental College)	Sta. Mesa, MNL	1913	3,090	PNSec	10,500	
DE PAUL COLLEGE	Iloilo City, ILO	1948	466	PSec	17,763	
DIPOLOG MEDICAL CENTER	Mibang, Dipolog City, ZBA-N					
DIVINA PASTORA COLLEGE	Gapan, NE			PSec		
DIVINE WORD ACADEMY	Urdaneta, PGN	1967		PSec	10,000	
DIVINE WORD COLLEGE OF BANGUED (formerly Colegio del Sagrado Corazon)	Bangued, ABR	(1953)		PSec		
DIVINE WORD COLLEGE OF LAOAG	Laoag City, ILC-N	(1948)		PSec		
DIVINE WORD COLLEGE OF LEGASPI	Legaspi City, ABY	1961	1,800	PSec	12,000	
DIVINE WORD COLLEGE OF SAN JOSE	San Jose, OCC-MDO	1960	1,623	PSec		
DIVINE WORD COLLEGE OF TACLOBAN (see Divine Word University)						
DIVINE WORD COLLEGE OF TAGBILARAN	Tagbilaran City, BHL	1947		PSec	25,460	

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
DIVINE WORD COLLEGE OF VIGAN	Vigan, ILC-S	1822	1,645	PSec		
DIVINE WORD SEMINARY (formerly Christ the King Seminary)	Tagaytay, CBE and Quezon City	1923	143	PSec		
DIVINE WORD UNIVERSITY (formerly Divine Word College of Tacloban, St. Paul's College of Tacloban & Tacloban Catholic Institute)	Tacloban City, LYE	1929	10,232	PSec	73,839	PAASCU (liberal arts, education, commerce)
DOCTOR'S CLINIC AND HOSPITAL SCHOOL	Marbel, S-CBO		122	PNSec		
DOMINGO MUSIC SCHOOL	Davao City					
DOMINICAN COLLEGE	San Juan, RZL	(1970)		PSec		
DON BOSCO SEMINARY COLLEGE (Don Bosco College)	Calamba, LGA	1963	107	PSec	11,000	
DON BOSCO TECHNICAL COLLEGE	Mandaluyong, RZL	1954		PSec		
DON FELIX MONTINOLA MEMORIAL INSTITUTE	Victorias, NGS-OCC	(1954)				
DON HONORIO VENTURA MEMORIAL SCHOOL OF ARTS & TRADES	Bacolor, PMA	1861	2,077	S		
DON MARIANO MARCOS MEMORIAL COLLEGE OF AGRICULTURE	Bacnotan, LU			S		
DON MARIANO MARCOS MEMORIAL POLYTECHNIC STATE COLLEGE (formerly Mindanao School of Arts and Trades, and Misamis Oriental Trade School)	Cagayan de Oro, MIS-OR	1927	560	S	9,900	
DON SEVERINO AGRICULTURAL COLLEGE	Indang, CVE	1964	1,167	S		
DON VICENTE R. GULLAS MEMORIAL COLLEGE OF MEDICINE	Cebu City, CBU					
DONA AURORA LEDESMA MEMORIAL INSTITUTE	Bacolod, NGS-OCC	1966	840	PNSec	440	
DRA. CONCEPCION A. AGUILA MEMORIAL COLLEGE	San Jose, BGS	1949		PNSec		
DR. NICANOR REYES MEMORIAL COLLEGE	Paniqui, TLC	(1957)		PNSec		
DR. YANGA SCHOOL OF MIDWIFERY (Dr. Yanga-Francisco Balagtas College)	Bocaue, BUL					

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
DUMAGUETE CATHEDRAL COLLEGE	Dumaguete City, NGS-OR					
EAST CENTRAL COLLEGES	San Fernando, PMA	1945	299	PNSec	6,136	
EAST NEGROS INSTITUTE	Tanjay, NGS-OR	1947	386	PNSec	13,532	
EAST VISAYAN SCHOOL OF ARTS AND TRADES	Dumaguete City, NGS-OR	1910	128	S	6,000	
EASTERN LAGUNA COLLEGES (formerly Eastern Laguna Institute)	Paete, LGA	1947		PNSec	10,180	
EASTERN MINDANAO ACADEMY	San Isidro, DVO-OR			PNSec		
EASTERN MINDORO COLLEGE	Bongabon, OR-MDO	1945	186	PNSec		
EASTERN QUEZON COLLEGE	Gumaca, QZN	1947	557	PNSec	11,000	
EASTERN SAMAR COLLEGE OF AGRICULTURE	Borongan, E-SMR					
EASTERN TAYABAS COLLEGE	Lopez, QZN	1920	45	PNSec	6,297	
EASTERN TECHNICAL INSTITUTE	Manila					
ECHAGUE AGRUCULTURAL AND FORESTRY SCHOOL	Echague, ISB			S		
EDENTON MISSION COLLEGE	Maltum, S-CBO	1947	374	PSec	10,823	
ELECTRONIC INSTITUTE OF THE EAST	Manila					
EMILIO AGUINALDO COLLEGE (see General Emilio Aguinaldo College)						
EMMANUEL COLLEGE	General Santos City, S-CBO	1962	350	PNSec	11,000	
EMMANUEL COMMUNITY HOSPITAL SCHOOL OF MIDWIFERY (Emmanuel Cooperative Hospital School of Midwifery)	Tondo, MNL	1947	107	PNSec		
ENAD JUNIOR COLLEGE	Minglanilla, CBU			PNSec		

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ENCINAS JUNIOR COLLEGE	Gubat, SGN	1969	262	PSec	5,609	
EPIFANIO DE LOS SANTOS COLLEGE (see Dalubhasaang Epifanio de los Santos)						
EULOGIO "AMANG" RODRIGUEZ INSTITUTE OF SCIENCE AND TECHNOLOGY	Sampaloc, MNL	1945	4,254	S		
EVELAND JUNIOR COLLEGE (Eveland Memorial College)	San Mateo, ISB	1947		PSec	9,012	
FAITH HOSPITAL	Ozamis City, MIS-OCC					
FAMILY CLINIC SCHOOL OF NURSING	Sta. Cruz, MNL	1961		PNSec		
FAR EAST INSTITUTE	San Isidro, DVO-OR			PNSec		
FAR EAST MILITARY ACADEMY	Quezon City, RZL	1954		PNSec		
FAR EASTERN BUSINESS INSTITUTE	Lingayen, PGN			PNSec		
FAR EASTERN SCHOOL OF AERONAUTICS (see FEATI University)						
FAR EASTERN UNIVERSITY (formerly Institute of Accountancy and Business Administration)	Manila, MNL	1928	66,000	PNSec	128,000	
FATIMA COLLEGE OF CAMIGUIN (Fatima Junior College of Camiguin)	Mambajao, CMN			PSec		
FATHER URIOS COLLEGE	Butuan City, AGN-N	(1955)				
FEATI UNIVERSITY (formerly Far Eastern School of Aeronautics and FEATI Institute of Technology)	Sta. Cruz, MNL	1946	35,300	PNSec	23,450	
FEBIAS COLLEGE OF BIBLE	Valenzuela, BUL			PSec		
FERNANDEZ PIANO SCHOOL	Davao City			PNSec		
FILAMER CHRISTIAN INSTITUTE (Filamer Christian University)	Roxas City, CPZ	1904		PSec		

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FILIPINAS TECHNICAL INSTITUTE	Zamboanga City, ZDA-S	1963		PNSec		
FLORES TECHNICAL INSTITUTE	Dumaguete City, NGS-OR					
FLORIDA INSTITUTE	San Juan, RZL	1950	600	PNSec	3,000	
FOUNDATION UNIVERSITY	Damaguete City, NGS-OR	1949	3,606	PNSec	29,000	
FRANCISCAN COLLEGE OF THE IMMACULATE CONCEPTION	Baybay, LYE	1947		PSec	24,044	
FRANCISCO COLLEGE, INC.	Manila, MNL	1939	1,317	PNSec	8,518	
GALANG MEDICAL CENTER SCHOOL OF NURSING	Manila					
GALLEGO INSTITUTE OF AGRICULTURE & INDUSTRY (see Manuel V. Gallego Foundation Colleges)						
GARCIA COLLEGE OF TECHNOLOGY	Kalibo, AKN			PNSec		
GENERAL BAPTIST BIBLE COLLEGE	Davao City					
GENERAL EMILIO AGUINALDO COLLEGE (formerly Emilio Aguinaldo College, Marian College, Marian Junior College, and Marian Schools)	Ermita, MNL	1957	6,600	PNSec	15,300	
GENERAL P. SANTOS TECHNICAL SCHOOL	General Santos City, S-CBO					
GENEROSA DE LEON MEMORIAL JUNIOR COLLEGE	Parañaque, RZL	(1966)				
GERONA JUNIOR COLLEGE	Gerona, TLC	1947		PNSec	10,000	
GGC OUR LADY OF GRACE HOSPITAL	Batangas City, BGS			PNSec		
GINGOOG CITY JUNIOR COLLEGE	Gingoog City, MIS-OR	1968	53	PNSec	4,000	
GINGOOG INSTITUTE	Gingoog City, MIS-OR			PNSec		
GLAN NATIONAL VOCATIONAL SCHOOL	S-CBO		208	S		

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GOLDEN GATE COLLEGES	Batangas City, BGS	1946		PNSec		
GOOD SAMARATAN SCHOOL (of Midwifery)	Cabanatuan City, NE					
GOOD SHEPHERD'S FOLD ACADEMY	Buenavista, ILO	1905		PNSec		
GOVENOR BENITO LOPEZ HOSPITAL SCHOOL	Iloilo City, ILO					
GRACE MISSION HOSPITAL SCHOOL OF MIDWIFERY	OR-MDO					
GREAT PLEBEIAN COLLEGE	Alaminos, PGN	1947		PNSec	6,000	
GREGG BUSINESS COLLEGE (formerly Gregg Business School)	Sta. Cruz, MNL			PNSec		
GREGG SCHOOL	Catbalogan, W-SMR					
GREGG WRITER INSTITUTE	Tacloban, LYE					
GREGORIO ARANETA UNIVERSITY FOUNDATION (formerly Araneta Institute of Agriculture, Araneta University, and Araneta University Foundation)	Malabon, RZL	1946	9,500	PNSec	22,000	
GUAGUA NATIONAL COLLEGE	Guagua, PMA	1918		PNSec		
GUZMAN INSTITUTE OF TECHNOLOGY (formerly Safe Driver's Institute, International Automotive & Diesel Institute, and Philippine College of Business and Sciences)	Manila	1947	1,742		5,900	
HARRIS MEMORIAL COLLEGE	Ermita, MNL	1903	210	PSec		
HARVARDIAN COLLEGE (see International Harvardian University)						
HENARES TECHNICAL INSTITUTE	Bacolod City, NGS-OCC					
HEROES MEMORIAL COLLEGE	Daet, CMS-N	1947	1,148	PNSec	12,612	

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HILONGOS NATIONAL VOCATIONAL SCHOOL	Hilongos, LYE					
HINIGARAN INSTITUTE	Hinigaran, NGS-OCC			PNSec		
HOLY ANGEL COLLEGE	Angeles City, PMA	1933	3,998	PNSec	36,000	
HOLY CROSS COLLEGE OF CALINAN	Calinan, DVO-S	1964	402	PSec	15,979	
HOLY CROSS COLLEGE OF DIGOS, INC.	Digos, DVO-S	1959	848	PSec	11,030	PAASCU (liberal arts, commerce)
HOLY CROSS OF BANSALAN	Bansalan, DVO-S		27	PSec		
HOLY CROSS OF DAVAO COLLEGE, INC.	Davao City	(1968)	809	PSec	10,369	
HOLY CROSS OF MALALAG	Malalag, DVO-S			PSec		
HOLY INFANT COLLEGE (formerly Holy Infant Academy)	Tacloban City, LYE	1924		PSec	5,420	
HOLY ROSARY COLLEGE	Caloocan City, RZL	1951	206	PSec	8,000	
HOLY ROSARY SEMINARY	Naga City, CMS-S	1797	51	PSec		
HOLY TRINITY ACADEMY OF BATO	Bato, CMS-S	1966	33	PNSec		
HOLY TRINITY COLLEGE	Puerto Princesa City, PLW	1940		PSec	13,870	
I-B. CALINGASAN MEMORIAL INSTITUTION	Nasugbu, BGS					
ILIGAN CAPITOL COLLEGE	Iligan City, LNO-N	1964	1,198	PNSec	17,990	
ILIGAN CITY TECHNICAL INSTITUTE	Iligan City, LNO-N	1966	970	PNSec		
ILIGAN INSTITUTE OF TECHNOLOGY	Iligan City, LNO-N	1946	1,347	S		
ILIGAN MEDICAL CENTER SCHOOL OF MIDWIFERY AND NURSING	Iligan City, LNO-N					
ILOCOS CENTRAL ACADEMY	Narvacan, ILC-S	1946	400	PNSec	3,000	
ILOCOS NORTE AGRICULTURAL COLLEGE	Pasuquin, ILC-N	1960	181	S		
ILOCOS NORTE COLLEGE OF ARTS AND TRADES	Laoag City, ILC-N	1908	294	S	9,528	

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ILOCOS NORTE INSTITUTE OF TECHNOLOGY	Batac, ILC-N			S		
ILOCOS SUR AGRICULTURAL COLLEGE	Sta. Maria, ILC-S	1950	101	S		
ILOCOS SUR COMMUNITY COLLEGE	Vigan, ILC-S					
ILOILO CITY COLLEGE (see University of Iloilo)						
ILOILO CITY COMMUNITY COLLEGE	Iloilo City, ILO					
ILOILO DOCTOR'S COLLEGE	Iloilo City, ILO					
ILOILO MARITIME ACADEMY	Iloilo City, ILO	(1963)		PNSec		
ILOILO NATIONAL COLLEGE OF AGRICUTURE (formerly Iloilo National Agricultural School)	Lambunao, ILO	1951	671	S	6,125	
ILOILO REGIONAL SCHOOL OF FISHERIES	Baratoc-Nuevo, ILO			S		
ILOILO SCHOOL OF ARTS AND TRADES	Iloilo City, ILO	1905	1,665	S	11,000	
IMMACULATE CONCEPTION COLLEGE	Balayan, BGS	1935	496	PSec	5,171	
IMMACULATE CONCEPTION COLLEGE	Boac, MDQ			PSec		
IMMACULATE CONCEPTION COLLEGE	Davao City	1905	1,157	PSec	27,000	PAASCU (liberal arts, education, commerce, high school, elementary)
IMMACULATE CONCEPTION COLLEGE	Ozamis City, MIS-OCC	(1953)		PSec		
IMMACULATE CONCEPTION HOSPITAL SCHOOL OF NURSING AND MIDWIFERY	Daraga, ABY	1963		PNSec		
IMMACULATE CONCEPTION MAJOR SEMINARY	Vigan, ILC-S	1822	85	PSec	3,564	
IMMACULATE CONCEPTION SEMINARY	Guiguinto, BUL			PSec		

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IMMACULATE HEART MISSION SEMINARY	Baguio City, BGT	1952	97	PSec		
IMMACULATE HEART OF MARY COLLEGE	Quezon City, RZL	1832		PSec		
IMMACULATE HEART OF MARY JUNIOR COLLEGE	Matt, DVO-O	(1969)				
IMMACULATE HEART OF MARY SEMINARY	Tagbilaran City, BHL	1950	71	PSec	4,500	
IMUS INSTITUTE	Imus, CVE					
INDUSTRIAL INSTITUTE OF ASIA	Caloocan City, RZL					
INSTITUTE OF ACCOUNTANCY & BUSINESS ADMINISTRATION (see Far Eastern University)						
INTEGRATED NATIONAL POLICE TRAINING COMMAND	Fort Bonafacio, MNL			S		
INTERNATIONAL AUTOMOTIVE AND DISEL INSTITUTE (see Guzman Institute of Technology)						
INTERNATIONAL HARVARDIAN UNIVERSITY (formerly known as Philippine Harvardian College)	Davao City (branches in Cotabato City, CBO; Ozamis City, MIS-OCC; San Fernando, PMA)	1951		PNSec	20,000	
ISABELA FOUNDATION COLLEGE (Isabela Colleges)	Cauayan, ISB	1948		PNSec	7,500	
ISABELA STATE COLLEGE OF AGRICULTURE	Echague, ISB	1926	835	S	5,346	
ITAWES AGRICULTURAL COLLEGE (see Northern Luzon State College of Agriculture)						
JAMIATUL PHILIPPINE AL ISLAMIA	Marawi City, LNO-S	1955	2,380	PSec		
JARO INDUSTRIAL SCHOOL (see Central Philippines University)						
JASAAN COMMUNITY COLLEGE	Jasaan, MIS-OR					
JESUS SACRED HEART COLLEGE (see Sacred Heart College, Lucena City)						
JOCSON JUNIOR COLLEGE	Angeles City, PMA	1950		PNSec		

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JOHN F. KENNEDY MEMORIAL FOUNDATION	San Isidro, LYE					
JOHN F. KENNEDY MEMORIAL LYCEUM	General Santos City, S-CBO	1965		PNSec		
JOSE ABAD SANTOS MEMORIAL EDUCATIONAL INSTITUTE (see Ortañez University)						
JOSE FABELLA MEMORIAL HOSPITAL	Manila					
JOSE L. VALENCIA ACADEMY	Polomolok, S-CBO	1967	141	PNSec	3,000	
JOSE PANGANIBAN COMMUNITY COLLEGE	CMS-S					
JOSE RIZAL COLLEGES	Mandaluyong, RZL	1919	4,617	PNSec	17,000	
JUAN S.ALANO MEMORIAL HOSPITAL SCHOOL OF MIDWIFERY	Basilan City, ZBA-S	1959		PNSec		
JUSTINIANO MOTORS INSTITUTE	Bacolod City, NGS-OCC					
KABANKALAN COLLEGE (formerly Kabankalan Catholic College)	Kabankalan, NGS-OCC	1963	398	PSec	8,869	
KALINGA-APAUAO COMMUNITY COLLEGE	KGO-AYO					
KAMILOL ISLAM COLLEGES	Malabang, LNO-S	1966		PNSec		
KAPALONG COMMUNITY COLLEGE	Davao		96			
KING'S COLLEGE	Korondanal, S-CBO		194	PSec	11,000	
KOLEHIYO NG BULAKAN SA SINING AT HANAP-BUHAY (see Bulacan College of Arts & Trades)						
KORONADAL TECHNICAL INSTITUTE	Koronadal, S-CBO					
LA CARLOTA CITY COLLEGE	La Carlota City, NGS-OCC					
LA CONSOLACION COLLEGE	Bacolod City, NGS-OCC	1919	3,933	PSec		
LA CONSOLACION COLLEGE	La Carolota City, NGS-OCC					
LA CONSOLACION COLLEGE	Manila, MNL	1901		PSec		

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LA SALETTE COLLEGE	Santiago, ISB	1952	480	PSec	9,184	PAASCU (liberal arts, education, commerce)
LA SALLE COLLEGE	Bacolod City, NGS-OCC	1952	1,900	PSec	18,000	PAASCU (liberal arts, commerce, elementary)
LA UNION SCHOOL OF ARTS AND TRADES	San Fernando, LU	1907	594	S	8,166	
LA UNION TECHNICAL SCHOOL	San Fernando, LU	1965		PNSec		
LACSON COLLEGE	Pasay City, RZL	1963				
LAGANGILANG AGRICULTURAL COLLEGE	Lagangilang, ABR	1908	105	S		
LAGUNA COLLEGE	San Pablo City, LGA	1923	1,541	PNSec	7,000	
LAGUNA INSTITUTE	Calamba, LGA	1947	1,474	PNSec	28,747	
LANAO AGRICULTURAL COLLEGE	Lumbatan, LNO-S			S		
LANAO DEL NORTE AGRICULTURAL COLLEGE	Karomatan, LNO-N	1908	85	S		
LANAO SCHOOL OF ARTS & TRADES	Marawi City, LNO-S	(1955)		S		
LAOANG NATIONAL TRADE SCHOOL	Laoang, N-SMR					
LAPERAL MUSIC ACADEMY (formerly Laperal Piano School)	Manila					
LAS PIÑAS COLLEGE (Las Piñas School of Nursing)	Las Piñas, MNL					
LEGASPI COLLEGES, LEGASPI JUNIOR COLLEGES (see Aquinas University)						
LEGASPI TECHNICAL SCHOOL	Legaspi City, ABY					
LEGASPI'S VOCATIONAL SCHOOL	Meycauayan, BUL	1939	661	PNSec		

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LEON GUINTO MEMORIAL COLLEGE	Atimonan, QZN			PNSec		
LEYBA CLINIC AND MATERNITY HOSPITAL SCHOOL	Parañaque, RZL			PNSec		
LEYTE COLLEGES	Tacloban City, LYE	1950		PNSec		
LEYTE GENERAL HOSPITAL SCHOOL OF NURSING	Tacloban City, LYE					
LEYTE INSTITUTE OF TECHNOLOGY (formerly Leyte Trade School)	Tacloban City, LYE	1907	2,644	S	8,000	
LEYTE NATIONAL AGRICULTURAL COLLEGE	Villaba, LYE					
LEYTE STATE COLLEGE (formerly Leyte Normal School)	Tacloban City, LYE	1921	914	S	19,000	
LEYTE VOCATIONAL SCHOOL	Tacloban City, LYE					
LIANGA NATIONAL SCHOOL OF FISHERIES	Lianga, SGO-S		168	S		
LICEO DE CAGAYAN	Cagayan de Oro City, MIS-OR	1955	1,600	PNSec	12,700	
LICEO DE MASBATE	Masbate, MBT			PNSec		
LINGAYEN TECHNICAL INSTITUTE	Lingayen, PGN					
LIPA CITY COLLEGE	Lipa City, BGS	(1950)		PNSec		
LISUN INSTITUTE	Liloy, ZBA-N	1963	366	PNSec	5,232	
LORMA SCHOOL OF NURSING (Lorma College)	San Fernando, LU	1970	262	PNSec	2,000	
LORRAINE INSTITUTE	Angeles City, PMA					
LORRAINE TECHNICAL SCHOOL	Olongapo City, ZBS					
LOURDES COLLEGE	Cagayan de Oro City, MIS-OR	1928	461	PSec	30,000	
LUNA COLLEGES	Tayug, PGN	1934	730	PNSec		

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LUPON JUNIOR COLLEGE	Lupon, DVO-OR		23	PNSec		
LUZON BUSINESS SCHOOL	Lingayen, PGN	1945		PNSec		
LUZON COLLEGES	Dagupan City, PGN	1948	7,700	PNSec	17,990	
LUZONIAN UNIVERSITY FOUNDATION (formerly Luzonian College)	Lucena City, QZN	1947	6,364	PNSec	35,200	
LYCEUM - NORTHWESTERN (Lyceum of Dagupan)	Dagupan City, PGN					
LYCEUM OF APARRI	Aparri, CGN	1967		PSec	25,000	
LYCEUM OF BAGUIO	Baguio City, BGT	1951		PNSec		
LYCEUM OF BATANGAS	Batangas City, BGS	1966	1,945	PNSec	12,000	
LYCEUM OF CABAGAN	Cabagan, ISB	(1967)		PSec		
LYCEUM OF CATANDUANES	Bato, CDS					
LYCEUM OF ECHAGUE	Echague, ISB	1959	133	PSec	4,000	
LYCEUM OF THE PHILIPPINES	Intramuros, MNL	1952	5,000	PNSec	12,223	
LYCEUM OF THE SOUTH	Ipil, ZBA-S	1958	596	PNSec		
LYCEUM OF THE SOUTHERN PHILIPPINES	Tacurong, N-CBO	(1964)	363	PNSec	13,600	
MABINI COLLEGES	Daet, CMS-N	1948		PNSec	11,000	
MABINI JUNIOR COLLEGE	Mabini, BGS			PNSec		
MABINI JUNIOR COLLEGE	Tanauan, BGS	1949	77	PNSec	7,539	
MABINI MEMORIAL COLLEGE, MABINI MEMORIAL SCHOOL (see University of Northeastern Philippines)						

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MADONNA MATERNITY HOSPITAL SCHOOL OF MIDWIFERY	Binondo, MNL					
MAGSAYSAY MEMORIAL COLLEGE	San Narciso, ZBS	1947	318	PSec		
MAGSAYSAY MEMORIAL COLLEGE (formerly Mindanao Vocational School)	General Santos City, S-CBO	(1961)	1,505	PNSec		
MAGSAYSAY MEMORIAL COLLEGE-BANGA BRANCH	Banga, S-CBO			PNSec		
MAGSAYSAY MEMORIAL COLLEGE-KORONDANAL BRANCH	Korondanal, S-CBO			PNSec		
MAGSAYSAY MEMORIAL COLLEGE-TACURONG BRANCH	Tacurong, N-CBO	(1969)		PNSec		
MAGSAYSAY MEMORIAL SCHOOL-ISULAN BRANCH	Isulan, N-CBO	(1969)		PNSec		
MAHADUL ISLAMIC INSTITUTE	Marawi City, LNO-S			PSec		
MAKATI MEDICAL CENTER SCHOOL OF NURSING	Manila					
MALINDIG INSTITUTE	Sta. Cruz, MDO			PNSec		
MAMBUSAO AGRICULTURAL AND TECHNOLOGICAL SCHOOL	Mambusao, CPZ			S		
MAMINTAL JUNIOR COLLEGE	Malungog, LNO-S					
MANAOAG TECHNICAL INSTITUTE	Manaoag, PGN	1961				
MANATAN TECHNICAL SCHOOL	Urdaneta, PGN					
MANILA CENTRAL COLLEGES (see Manila Central University)						
MANILA CENTRAL UNIVERSITY (formerly Manila Central Colleges, and Manila College of Pharmacy & Dentistry)	Sta. Cruz, MNL	1904	4,500	PNSec	27,200	
MANILA COLLEGE OF OPTOMETRY	Manila, MNL			PNSec		
MANILA COLLEGE OF PHARMACY & DENTISTRY (see Manila Central University)						

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
MANILA DOCTOR'S SCHOOL OF NURSING	Manila, MNL					
MANILA QUEZON COLLEGE	Manila, MNL	1949	952	PNSec	3,000	
MANILA TECHNICAL INSTITUTE	Sta. Cruz, MNL	1962		PNSec		
MANUEL L. QUEZON UNIVERSITY (formerly Manuel L. Quezon Educational Institution)	Quiapo, MNL	1947	38,701	PNSec	28,210	PAASCU (liberal arts, education, commerce)
MANUEL L. TEVES MEMORIAL HOSPITAL SCHOOL OF MIDWIFERY	Dumaguete City, NGS-OR					
MANUEL V. GALLEGO FOUNDATION COLLEGES (formerly Central Luzon Educational Center; Central Luzon School of Nursing; and Gallego Institute of Agriculture & Industry)	Cabanatuan City, NE	1952	4,754	PNSec	8,730	
MAPANDI MEMORIAL HOSPITAL	Marawi City, LNO-S					
MAPUA INSTITUTE OF TECHNOLOGY	Sta. Cruz, MNL	1925	14,600	PNSec	27,760	
MARIAN COLLEGE	Ipil, ZBA-S	1958	703	PSec	20,999	
MARIAN COLLEGE, MARION JUNIOR COLLEGE, MARION SCHOOLS (see General Emilio Aguinaldo College)						
MARIANO MARCOS STATE UNIVERSITY (formerly the Mariano Marcos Memorial College of Science and Technology and Northern Luzon Teachers College, branch in Laoag, ILC-N)	Batac, ILC-N			S		
MARIKINA SCHOOL OF ARTS AND TRADES	Marikina, RZL	1957	2,377	S		
MARINDUQUE SCHOOL OF ARTS AND TRADES	Boac, MDQ	1953	116	S	3,322	
MARIPIPI NATIONAL VOCATIONAL SCHOOL	Maripipi, Biliran, LYE					
MARTINEZ MEMORIAL COLLEGES (formerly Martinez Memorial School or Martinez Memorial Hospital School of Nursing)	Caloocan City, RZL	1962	1,044	PNSec		

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
MARY CHILES GENERAL HOSPITAL SCHOOL OF NURSING	Sampaloc, MNL	1911	762	PNSec		
MARYKNOLL COLLEGE FOUNDATION, INC. (formerly Maryknoll Normal College	Quezon City, RZL	1926	1,050	PSec	42,000	PAASCU (liberal arts, education, rommerce, elementary)
MASBATE AGRICULTURAL COLLEGE	Masbate, MBT			S		
MASBATE COLLEGES	Masbate, MBT	1964	660	PNSec	7,723	
MATI COMMUNITY COLLEGE	Mati, DVO-O		669	S		
MAYDOLONG NATIONAL AGRICULTURAL SCHOOL	Maydolong, E-SMR					
M.C. COTABATO RADIO TRAINING SCHOOL	Cotabato City, CBO					
MEDICAL CENTER SCHOOL OF MIDWIFERY & NURSING	Lucena City, QZN					
MEDICAL CITY SCHOOL OF NURSING	Mandaluyong, MNL					
MEDINA HOSPITAL SCHOOL OF MIDWIFERY (Medina College)	Ozamis City, MIS-OCC			PSec		
MERCY JUNIOR COLLEGE	Tubod, LNO-N	1947	36	PSec		
METRO MANILA COLLEGE	Novaliches, Quezon City, RZL					
MINDANAO AERONAUTICAL TECHNICAL SCHOOL	Davao City		1,982	PNSec		
MINDANAO AGRICULTURAL COLLEGE (see Central Mindanao University)						
MINDANAO BUSINESS AND TECHNICAL INSTITUTE (see College of Mindanao)						
MINDANAO COLLEGES (see University of Mindanao)						
MINDANAO COMMUNITY SCHOOL	Banga, S-CBO			PNSec		

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
MINDANAO INSTITUTE OF TECHNOLOGY (see University of Southern Mindanao)	Kabacan, CBO	1954	3,607	S	17,050	
MINDANAO SCHOOL OF ARTS AND TRADES (see Don Mariano Marcos Memorial Polytechnic State College)						
MINDANAO SCHOOL OF FISHERIES	Zamboanga City, ZBA-S	1956		S		
MINDANAO SCHOOL OF MIDWIFERY	Davao City	1958	172	PNSec	200	
MINDANAO STATE UNIVERSITY (also known as Pamantasan Bayan Ng Mindanao)	Marawi City, LNO-S	1961	2,000	S	100,000	
MINDANAO STATE UNIVERSITY (also known as Pamantasan Bayan Ng Mindanao)	General Santos City, S-CBO		956	S		
MINDANAO VOCATIONAL SCHOOL (see Magsaysay Memorial College, General Santos City)						
MINDORO COLLEGE	Calapan, OR-MDO	1946		PSec	14,857	
MINDORO NATIONAL AGRICULTURAL SCHOOL	Victoria, OR-MDO			S		
MISAMIS ORIENTAL TRADE SCHOOL (see Don Mariano Marcos Memorial Polytechnic State College)						
MISAMIS TECHNICAL INSTITUTE	Ozamis City, MIS-OCC	1964		PNSec	2,000	
MISAMIS UNIVERSITY (formerly Misamis College)	Ozamis City, MIS-OCC	(1949)		PNSec		
MODERN TECHNICAL SCHOOL	San Fernando, PMA	1966				
MOLAVE INSTITUTE	Molave, ZBA-S	1968	273	PNSec	1,680	
MONCADO E.F.B. INSTITUTE	Kitaotao, BKN			PNSec		
MONKAYO COMMUNITY COLLEGE	Davao		52	S		
MOTHER OF GOOD COUNSEL SEMINARY	San Fernando, PMA					
MOTHER OF PERPETUAL HELP CLINIC SCHOOL OF MIDWIFERY	Angeles City, PMA					

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
MOUNT CARMEL COLLEGE (formerly Mt. Carmel High School)	New Escalante, NGS-OCC	1962	1,411	PSec		
MOUNT CARMEL COLLEGE (BALER), INC.	Baler, QZN	1947	298	PSec		
MOUNT CARMEL HIGH SCHOOL	Casiguran, QZN					
MOUNTAIN STATE AGRICULTURAL COLLEGE	La Trinidad, BGT	1967		S	6,000	
MOUNTAIN VIEW COLLEGE	Malaybalay, BKN	1953	776	PSec	15,406	
MT. APO SCIENCE FOUNDATION JUNIOR COLLEGE	Davao City	1960	82	PNSec		
M.V. GALLEGO FOUNDATION COLLEGES (see Manuel V. Gallego Foundation Colleges)						
NAGA COLLEGE	Naga City, CMS-S	1947	1.592	PNSec		
NAGA TECHNICAL SCHOOL (see Vallente Technical School)						
NAMEI POLYTECHNIC INSTITUTE (formerly Naval Architecture & Marine Engineering Institute)	Mandaluyong, RZL	1947	366	PNSec	2,920	
NATIONAL ACADEMY (see National University)						
NATIONAL COLLEGE OF BUSINESS AND ARTS	Sampaloc, MNL	1968	3,356	PNSec		
NATIONAL DEFENSE COLLEGE OF THE PHILIPPINES	Fort Bonifacio, RZL	1963		S		
NATIONAL POLICE ACADEMY (see Integrated National Police Training Command)	Baguio City, BGT					
NATIONAL RADIO SCHOOL	Dagupan City, PGN					
NATIONAL RADIO SCHOOL AND INSTITUTE OF TECHNOLOGY	Manila, MNL	1931	1,022	PNSec		
NATIONAL TEACHERS COLLEGE	Manila, MNL	1928	5,096	PNSec	30,414	
NATIONAL UNIVERSITY (formerly National Academy)	Sampaloc, MNL	1900	8,300	PNSec	120,060	
NAVAL ARCHITECTURE & MARINE ENGINEERING INSTITUTE (see Namei Polytechnic Institute)						

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM recognized	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
NAVAL INSTITUTE OF TECHNOLOGY	Biliran, LYE			S		
NAVAL RESERVATION JUNIOR COLLEGE (see Columban College)						
NAZARETH HOSPITAL SCHOOL OF NURSING	Dagupan City, PGN					
NAZARETH SCHOOL	Manila					
NEGROS AGRO-INDUSTRIAL INSTITUTE	Binalbagan, NGS-OCC	1967	697	PNSec		
NEGROS INSTITUTE OF TECHNOLOGY	Bacolod City, NGS-OCC	1950	213	PNSec	4,500	
NEGROS OCCIDENTAL NATIONAL AGRICULTURAL SCHOOL	Kabankalan, NGS-OCC	1947	223	S	6,000	
NEGROS OCCIDENTAL SCHOOL OF ARTS AND TRADES	Talisay, NGS-OCC	1954	145	S	2,903	
NEGROS OCCIDENTAL SCHOOL OF FISHERIES	Binalbagan, NGS-OCC	1961	86	S		
NEW TANAUAN VOCATIONAL SCHOOL	Tanauan, BGS					
N.L. VILLA MEMORIAL SCHOOL OF MIDWIFERY	Batangas City, BGS					
NORTHEASTERN FOUNDATION COLLEGE (Northeastern College)	Santiago, ISB	(1955)		PNSec		
NORTHEASTERN MINDANAO COLLEGES	Surigao City, SGO	1947	2,282	PNSec	17,008	
NORTHERN BATAAN INSTITUTE	Dinalupihan, BTN	(1968)		PNSec		
NORTHERN CEBU COLLEGES	Bogo, CBU	1932	568	PNSec		
NORTHERN CHRISTIAN COLLEGE	Laoag City, ILC-N	(1955)		PNSec		
NORTHERN COLLEGES OF BUSINESS & ARTS (see Northern Philippine College of Business & Arts)						
NORTHERN LEYTE COLLEGE	Palompon, LYE	1949		PNSec		
NORTHERN LUZON SCHOOL OF ARTS & TRADES (see University of Northern Philippines)						

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
NORTHERN LUZON STATE COLLEGE OF AGRICULTURE (formerly Itawes Agricultural College and Cagayan National Agricultural School)	Piat, CGN	1954	1,267	S	7,000	
NORTHERN LUZON TEACHERS COLLEGE (see Mariano Marcos State University)						
NORTHERN LUZON TECHNICAL INSTITUTE	Bayombong, NV					
NORTHERN LUZON TECHNICAL INSTITUTE	San Fernando, LU	1948	1,461	PNSec	3,853	
NORTHERN MINDANAO COLLEGES	Cabadbaran, AGN-N	1946	238	PNSec	10,690	
NORTHERN MINDANAO SCHOOL OF ARTS AND TRADES	Cabadbaran, AGN-N	1954	597	S		
NORTHERN MINDANAO TECHNICAL INSTITUTE (formerly Northern Mindanao Business School)	Cagayan de Oro City, MIS-OR	1946	740	PNSec	300	
NORTHERN PHILIPPINE COLLEGE OF BUSINESS AND ARTS (formerly Northern Colleges of Business and Arts)	Dagupan City, PGN	1946		PNSec		
NORTHWESTERN AGUSAN COLLEGES	Nasipit, AGN-N	1957	525	PNSec	8,645	
NORTHWESTERN COLLEGE	Laoag City, ILC-N	1932		PNSec		
NORTHWESTERN EDUCATIONAL INSTITUTE	Dagupan City, PGN			PNSec		
NORTHWESTERN VISAYAN COLLEGES	Kalibo, AKN	1948	817	PNSec	12,341	
NOTRE DAME COLLEGE (see Notre Dame University of Cotabato						
NOTRE DAME HOSPITAL SCHOOL	Cotabato City, N-CBO			P		
NOTRE DAME OF BONGAO	Bongao, SLU			PSec		
NOTRE DAME OF DADIANGAS	General Santos City, S-CBO	1954	1,445	PSec	35,000	

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
NOTRE DAME OF JOLO COLLEGE	Jolo, SLU	1946		PSec	23,000	PAASCU (liberal arts, education, commerce)
NOTRE DAME OF KIAMBA	Kiamba, S-CBO	(1968)		PSec		
NOTRE DAME OF KIDAPAWAN COLLEGE	Kidapawan, S-CBO	1960	295	PSec	20,000	
NOTRE DAME OF MARBEL COLLEGE	Koronadal, S-CBO	1955	2,331	PSec	28,000	PAASCU (liberal arts, education, commerce)
NOTRE DAME OF MIDSAYAP COLLEGE	Midsayap, N-CBO	(1961)		PSec		
NOTRE DAME OF M'LANG	M'Lang, N-CBO	(1968)				
NOTRE DAME OF SIASI	Siasi, SLU	(1967)		PSec		
NOTRE DAME OF TACURONG COLLEGE	Tacurong, N-CBO	1950	341	PSec	14,763	
NOTRE DAME UNIVERSITY OF COTABATO (formerly Notre Dame College)	Cotabato City, N-CBO	1948	2,900	PSec		
NUEVA CACERES COLLEGES (see University of Nueva Caceras)						
NUEVA ECIJA DOCTOR'S SCHOOL OF NURSING (Nueva Ecija College)	Cabanatuan City, NE			PNSec		
NUEVA VIZCAYA AGRICULTURAL COLLEGE	Bayombong, NV			S		
NUEVA VIZCAYA DOCTOR'S HOSPITAL SCHOOL OF NURSING	Bayombong, NV			S		
NUEVA VIZCAYA SCHOOL OF ARTS AND TRADES	Bambang, NV	1957	19	S		
OCCIDENTAL MISAMIS COLLEGE	Oroquieta, MIS-OCC	(1969)		PNSec		
OCCIDENTAL NEGROS INSTITUTE (see University of Negros Occidental-Recoletos)						
OLIVARES COLLEGE	Parañaque, MNL					

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDIATION
ORIEL VOCATIONAL SCHOOL	Binalonan, PGN					
ORIENT COLLEGE	Dagupan City, PGN					
ORIENTAL TECHNICAL INSTITUTE	Manila					
ORINHAR COLLEGE	Biñan, LGA					
OROQUIETA VOCATIONAL SCHOOL	Oroquieta City, MIS-OCC	1947	246	PNSec	705	
ORTAÑEZ UNIVERSITY (formerly Abad Santos Educational Institute, Abada Memorial College, Cosmopolitan College, and Jose Abad Santos Memorial Educational Institute)	Sta. Cruz, MNL	1941		PNSec		
OSAKA INSTITUTE OF ELECTRONICS	Bacolod City, NGS-OCC					
OSAKA INSTITUTE OF ELECTRONICS	Manila					
OSIAS COLLEGES	Tarlac, TLC	1948		PNSec		
OSIAS EDUCATIONAL FOUNDATION (formerly Osias College)	Balaoan, LU	1945	2,057	PNSec	13,000	
OSMEÑA COLLEGES	Masbate, MBT					
OUR LADY OF FATIMA COLLEGE	Valenzuela, MNL					
OUR LADY OF FATIMA CONOSSIAN COLLEGE	San Pablo City, LGA	(1964)				
OUR LADY OF GRACE HOSPITAL	Batangas City, BGS					
OUR LADY OF GUADALUPE MINOR SEMINARY	Makati, RZL	1955	113	PSec	6,355	
OUR LADY OF LORETO COLLEGE	Sampaloc, MNL	1923	183	PSec		
OUR LADY OF LOURDES ACADEMY	Tagkawayan, QZN			P		
OUR LADY OF LOURDES HOSPITAL	Daet, CMS-N					

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
OUR LADY OF LOURDES SEMINARY	Lipa City, BGS	1967	46	PSec	2,000	
OUR LADY OF MERCY SCHOOL (Our Lady of Mercy College)	Bacolod City, NGS-OCC	1970	236	PNSec		
OUR LADY OF MOUNT CARMEL SEMINARY	Sariaya, QZN	1942	106	PSec	10,000	
OUR LADY OF PEÑAFRANCIA SEMINARY	Sorsogon, SGN	1946	27	PSec		
OUR LADY OF PERPETUAL HELP SEMINARY	Koronadal, S-CBO			PSec		
OUR LADY OF THE ANGELS SEMINARY	Quezon City, RZL	1962	89	PSec	17,000	
OUR LADY OF THE MIRACULOUS MEDAL	Pasay City, RZL					
OUR MOTHER OF PERPETUAL HELP JUVENATE	Antipolo, RZL			PSec		
OVERSEAS TECHNICAL INSTITUTE	Laoag City, ILC-N					
OVILLA TECHNICAL COLLEGE (formerly Ovilla Institute of Arts & Trades)	Masbate, MBT	1963	560	PNSec	20,000	
OZAMIS CITY COLLEGES	Ozamis City, MIS-OCC	(1969)		PNSec		
PABLO BORBON MEMORIAL INSTITUTE OF TECHNOLOGY	Batangas City, BGS	1903		S	11,000	
PACASUM COLLEGE	Marawi City, LNO-S			PNSec		
PACIFICAN COLLEGE	Villasis, PGN	1941	129	PNSec	22,000	
PALARIS COLLEGES	San Carlos City, PGN	1946		PNSec	3,546	
PALAWAN NATIONAL AGRICULTURAL COLLEGE	Aborlan, PLW	1910	600	S	15,000	
PALAWAN TEACHERS COLLEGE	Puerto Princesa City, PLW	1972	203	S		
PALOMPON INSTITUTE OF TECHNOLOGY	Palompon, LYE	1972	574	S	1,000	
PAMANTASAN ARELLANO (see Arellano University)						

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM ORGANIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
PAMANTASAN BAYAN NG MINDANAO (see Mindanao State University)						
PAMANTASAN CENTRO ESCOLAR (see Centro Escolar University)						
PAMANTASAN NG ANGELES (see Angeles University)						
PAMANTASAN NG HILAGANG PILIPINAS (see University of Northern Philippines)						
PAMANTASAN NG KAGITNAANG MINDANAO (see Central Mindanao University)						
PAMANTASAN NG LUNGSOD NG MAYNILA (also known as University of the City of Manila)	Intramuros, MNL	1967	2,403	S		
PAMANTASAN NG PILIPINAS (see University of the Philippines)						
PAMANTASAN NG SAN LUIS (see St. Louis University)						
PAMANTASAN NG SILANGANING PILIPINAS (see University of Eastern Philippines)						
PAMBANSANG KOLEHIYO NG KAMARINES SUR SA SINING AT HANAPBUHAY (see Camarines Sur National College of Arts and Trades)						
PAMPAMAHALAANG PAMANTASAN NG GITNANG LUZON (see Central Luzon State University)						
PAMPANGA AGRICULTURAL COLLEGE	Magalang, PMA	1918	233	PNSec		
PAMPANGA COLLEGE	Macabebe, PMA	(1950)		PNSec		
PANABE COMMUNITY COLLEGE OF TECHNOLOGY	Davao		289	S		

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
PANGARUNGAN ISLAM COLLEGES	Marawi City, LNO-S	1965		PNSec	22,000	
PANGASINAN COLLEGE OF FISHERIES	Binmaley, PGN	1960		S		
PANGASINAN MEMORIAL COLLEGE	Lingayen, PGN	1949		PNSec	11,000	
PANGASINAN NORMAL SCHOOL (Pangasinan State University)						
PANGASINAN SCHOOL OF ARTS AND TRADES	Lingayen, PGN	1904	731	S		
Pangasinan State University (formerly Central Luzon Teachers College and Pangasinan Normal School)	Bayambang, PGN	1922	2,761	S	60,000	
PARENT TEACHER COLLEGE (see Cagayan de Oro College)						
PASIG CATHOLIC COLLEGES	Pasig, RZL	1951	300	PSec	5,000	
PATS SCHOOL OF AERONAUTICS	Pasay City, RZL	(1965)				
PAX COLLEGE	Margosatubig, ZBA-S					
PEDRO REBADULLA MEMORIAL AGRICULTURAL SCHOOL	Catubig, N-SMR					
PELLETIER HILLS TRAINING SCHOOL	Baguio city, BGT					
PERLAS TECHNICAL INSTITUTE	Santa Rosa, LGA					
PERPETUAL HELP COLLEGE OF MEDICINE	Sta. Nino Binan, LGA					
PERPETUAL HELP OF MANILA (Perpetual Help Hospital School of Nursing)	Sampaloc, MNL					
PERPETUAL HELP OF RIZAL	Las Pinas, MNL					
PERPETUAL HELP SCHOOL OF MIDWIFERY	Malasiqui, PGN					
PHILIPPINE AIR FORCE FLYING SCHOOL	Lipa City, BGS	1960		S & M		
PHILIPPINE ARMY SCHOOL CENTER	Fort Bonifacio, RZL			S		

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
PHILIPPINE CHRISTIAN UNIVERSITY (formerly Philippine Christian College)	Manila, MNL	1947		PNSec		ACSC-AA (liberal arts)
PHILIPPINE COLLEGE (see De Ocampo Memorial Schools)						
PHILIPPINE COLLEGE OF ARTS AND TRADES (see Technological University of the Philippines)						
PHILIPPINE COLLEGE OF BUSINESS & SCIENCES (see Guzman Institute of Technology)						
PHILIPPINE COLLEGE OF COMMERCE	Sampaloc, MNL	1904	8,000	S	10,000	
PHILIPPINE COLLEGE OF CRIMINOLOGY (formerly Plaridal Educational Institution)	Sta. Cruz, MNL	1954	12,400	PNSec	10,200	
PHILIPPINE DENTAL COLLEGE (see De Ocampo Memorial Schools)						
PHILIPPINE INSTITUTE OF ELECTRONICS	Angeles City, PMA	1966		PNSec		
PHILIPPINE HARVARDIAN COLLEGE (see International Harvardian University)						
PHILIPPINE LAW SCHOOL AND LACSON COLLEGE	Pasay City, RZL	1938	1,941	PNSec		
PHILIPPINE MARITIME INSTITUTE (formerly PMI Colleges)	Manila, MNL	1939		PNSec	100,000	
PHILIPPINE MERCHANT MARINE ACADEMY (formerly Philippine Nautical School)	Fort Bonifacio, RZL	1820	343	S		
PHILIPPINE MERCHANT MARINE SCHOOL	Manila, MNL			PNSec		
PHILIPPINE MILITARY ACADEMY	Baguio City, BGT	1905	548	S		
PHILIPPINE MUSLIM COLLEGE	Jolo, SLU	1963	450	PNSec	12,000	

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDIATION
PHILPPINE NAUTICAL SCHOOL (see Philippine Merchant Marine Academy)						
PHILIPPINE NORMAL COLLEGE (Philippine Normal School)	Manila, MNL	1901	6,000	S	81,225	
PHILIPPINE SCHOOL OF BUSINESS ADMINISTRATION	Manila, MNL	1963	8,576	PNSec	12,000	
PHILIPPINE STATESMAN COLLEGE	Cabanatuan City, NE	1947	892	PNSec		
PHILIPPINE TECHNICUM	Manila					
PHILIPPINE TECHNOLOGICAL UNIVERSITY (see Technological University of the Philippines)						
PHILIPPINE UNION COLLEGE	Caloocan City, RZL	1917	1,500	PNSec		
PHILIPPINE WESLEYAN COLLEGE	Cabanatuan City, NE	1946		PSec	20,000	
PHILIPPINE WOMEN'S COLLEGE (see Philippine Women's University)						
PHILIPPINE WOMEN'S COLLEGE	Iloilo, ILO	(1946)				
PHILIPPINE WOMEN'S COLLEGE OF DAVAO	Davao City	1953	183	PNSec	6,600	PAASCU (high school, elementary)
PHILIPPINE WOMEN'S UNIVERSITY (formerly Philippine Women's College)	Manila, MNL	1919	6,575	PNSec		PACU-COA (liberal arts, education, commerce)
PHILIPPINE COLLEGE OF COMMERCE (see Polytechnic University of the Philippines)						
PILAR COLLEGE	Zamboanga City, ZBA-S	(1955)		PSec		
PINAMALAYAN FASHION SCHOOL	Pinamalayan, OCC-MDO					
PINES CITY DOCTOR'S HOSPITAL SCHOOL OF NURSING	Baguio City, BGT			PNSec		
PIUS XII INSTITUTE	Jaro, ILO			PSec		
PLARIDEL EDUCATIONAL INSTITUTION (see Philippine College of Criminology)						
PMI COLLEGES (see Philippine Maritime Institute)						

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
POLYTECHNIC COLLEGES OF THE PHILIPPINES (see Central Colleges of the Philippines)						
POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (formerly Philippines College of Commerce)	Sampaloc, MNL	1904	13,866	S		
POTOTAN GENERAL HOSPITAL SCHOOL OF NURSING	Pototan, ILO					
PRESIDENT KENNEDY ACADEMY (President Kennedy Memorial School)	Coron, PLW			PNSec		
PROGRESSIVE TECHNICAL INSTITUTE	Bacolod, NGS-OCC	(1965)				
PROGRESSIVE TECHNICAL INSTITUTE	Iloilo City, ILO	1964				
QUEZON ACADEMY	Bulan, SGN	1963	574	PNSec	3,000	
QUEZON CITY MEDICAL CENTER SCHOOL OF NURSING	Quezon City, RZL					
QUEZON COLLEGES OF THE NORTH	Ballesteros, CGN	1948	157	PNSec	5,292	
QUEZON MEMORIAL COLLEGES	Quezon City, RZL	1946	1,151	PNSec		
QUEZON TECHNICAL SCHOOL	Calbayog City, W-SMR					
QUEZON TECHNICAL SCHOOL	Lucena City, QZN					
QUEZON TECHNICAL SCHOOL	Tacloban, LYE					
RAFAEL PALMA COLLEGE (see University of Bohol)						
RAMON MAGSAYSAY JUNIOR COLLEGE	Urdaneta, PGN	1951	457	PNSec	1,433	
RAMON MAGSAYSAY MEMORIAL SCHOOL OF ARTS AND TRADES	Iba, ZBS			S		
REGINA CARMELI COLLEGE	Malolos, BUL	1937		PSec		
REPUBLIC CENTRAL COLLEGE	Angeles City, PMA	(1955)		PNSec		

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
REPUBLIC COLLEGES	Guinobatan, ABY	(1964)	700	PNSec	7,000	
REPUBLICAN COLLEGE	Quezon City, RZL	(1959)		PNSec		
RIVERSIDE HOSPITAL SCHOOL (Riverside College)	Bacolod City, NGS-OCC			PNSec		
RIZAL COLLEGE	Taal, BGS	1923	1,942	PNSec		
RIZAL MEMORIAL COLLEGES	Davao City	1948	5,577	PNSec	5,000	
ROMBLON COLLEGE	Odiongan, RMN	1948	104	PNSec	8,000	
ROOSEVELT COLLEGE	Marikina, RZL			PNSec		
ROSARY COLLEGE	Vigan, ILC-S					
ROXAS COLLEGE	Roxas, OR-MDO	1950	146	PNSec	6,044	
ROXAS MEMORIAL AGRICULTURAL SCHOOL (see Bicol University)						
ROXAS MEMORIAL SCHOOL OF ARTS AND TRADES	Kalibo, AKN	1960		S		
SABANI ESTATE AGRICULTURAL COLLEGE	Cabaldon, NE	1957	35	S	2,700	
SACRED HEART ACADEMY	Bais City, NGS-OR	1947	377	PSec		
SACRED HEART CLINIC SCHOOL	Batac, ILC-N					
SACRED HEART COLLEGE (formerly Jesus Sacred Heart College)	Lucena City, QZN	1884	1,409	PSec	14,098	
SACRED HEART COLLEGE	Catbalogan, W-SMR	1946		PSec		
SACRED HEART SCHOOL	Calamba, MIS-OCC			P		
SACRED HEART OF MARY'S INSTITUTION	Aparri, CGN			PSec		
SACRED HEART MISSION SEMINARY	Talisay, CBU			PSec		

TYPE: PNSec-Private Nonsectarian; PSec-Private Sectarian; P-Private; S-State; M-Military

NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM recognized	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
SACRED HEART MISSION SEMINARY OF PAMPANGA, INC. (formerly Sacred Heart Seminary)	Angeles City, PMA	1960		PSec		
SACRED HEART SEMINARY	Palo, LYE	1949	65	PSec	8,500	
SAFE DRIVERS INSTITUTE (see Guzman Institute of Technology)						
ST. ANNE'S SCHOOL OF NURSING (St. Anne's Hospital School)	Sta. Ana, MNL					
ST. ANTHONY COLLEGE	Mabalacat, PMA	1945		PNSec	3,700	
ST. ANTHONY COLLEGE	Iriga City, CMS-S	(1960)				
ST. ANTHONY SCHOOL OF MIDWIFERY	Batangas City, BGS					
ST. ANTHONY SCHOOL OF NURSING (AND MIDWIFERY)	Roxas City, CPZ	1963	196	PSec		
ST. ANTHONY'S ACADEMY	Sta. Ana, CGN	1953	208	PSec	5,000	
ST. ANTHONY'S ACADEMY AND ST. ANTHONY'S COLLEGE (see University of St. Anthony)						
ST. ANTHONY'S COLLEGE	San Jose, ATO	1958		PSec	21,000	
ST. AUGUSTINE COLLEGE	Baliuag, BUL	1966	301	PNSec		
ST. AUGUSTINE SEMINARY	Calapan, OR-MDO			PSec		
ST. BRIDGET'S COLLEGE	Batangas City, BGS	(1949)		PSec		
ST. CATHERINE HOSPITAL SCHOOL (St. Catherine College)	Quezon City, RZL			PNSec		
ST. CATHERINE MILITARY ACADEMY	Quezon City, RZL	1965		PNSec		
ST. CECILIA'S PIANO SCHOOL	Cebu City			PNSec		
ST. CLAIRE'S SCHOOL OF NURSING	Makati, MNL			PNSec		

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDIATION
ST. COLUMBAN COLLEGE	Pagadian City, ZBA-S	1957		PSec	18,253	
ST. COLUMBAN'S COLLEGE	Lingayen, PGN			PSec		
ST. DOMINIC COLLEGE	Basco, BNS	1968	160	PNSec	1,978	
ST. DOMINIC SCHOOL	San Carlos City, PGN			PSec		
ST. FERDINAND COLLEGE	Ilagan, ISB	1950	620	PNSec	18,246	
ST. FRANCIS COLLEGE	Guihulngan- NGS-OR	(1967)				
ST. FRANCIS DE SALES MAJOR SEMINARY	Bauan, BGS	1914	40	PSec	1,000	
ST. FRANCIS XAVIER SCHOOL OF MIDWIFERY	Sta. Cruz, MNL	1969		PNSec		
ST. FRANCIS XAVIER SEMINARY OF DAVAO	Davao City, DVO-S		135	PSec	2,600	
ST. GABRIEL SCHOOL OF NURSING	Kalibo, AKN			PNSec		
ST. ISIDORE ACADEMY	Tabogon, CBU			PNSec		
ST. JOHN THE BAPTIST COLLEGE	Jiminez, MIS-OCC	1947		PSec	5,816	
ST. JOHN'S JUNIOR COLLEGE	Candon, ILC-S			PSec		
ST. JOSEPH COLLEGE	Maasin, LYE	1928		PSec	13,547	
ST. JOSEPH'S COLLEGE	Borongan, E-SMR	(1951)				
ST. JOSEPH'S COLLEGE	Cavite City, CVE			PSec		
ST. JOSEPH'S COLLEGE	Quezon City, RZL	1932		PSec		PAASCU (liberal arts, education, commerce)
ST. JUDE'S SCHOOL OF NURSING (St. Jude School)	Sampaloc, MNL			PNSec		

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
ST. LOUIS COLLEGE OF SAN FERNANDO	San Fernando, LU	1964	1,978	PSec	16,602	
ST. LOUIS SCHOOL	Burnay, IFO	(1968)		PSec		
ST. LOUIS SCHOOL OF TUGUEGARAO, INC.	Tuguegarao, CGN	1965		PSec	10,000	
ST. LOUIS UNIVERSITY (also known as Pamantasan Ng San Luis)	Baguio City, BGT	1911	8,638	PSec	134,944	
ST. MARY'S COLLEGE	Tagum, DVO-N	1948	558	PSec		
ST. MARY'S COLLEGE (formerly St. Mary's Academy and St. Mary's Junior College)	Sta. Maria, ILC-S		85	PNSec		
ST. MARY'S COLLEGE	Quezon City, RZL	1912	3,280	PSec		PAASCU (high school, elementary)
ST. MARY'S COLLEGE OF BAYOMBONG	Bayombong, NV	1947	1,868	PSec	35,513	
ST. MARY'S EDUCATIONAL INSTITUTE	Lemery, BGS	1920		PNSec		
ST. MICHAEL COLLEGE	Hinding, LYE	1948	65	PNSec	3,000	
ST. MICHAEL'S COLLEGE	Iligan City, LNO-N	1915		PSec		
ST. MICHAEL'S COLLEGE	Cantilan, SGO-S	1967	165	PSec	5,500	
ST. MICHAEL'S COLLEGE	Guigua, PMA	(1960)				
ST. MICHAEL'S JUNIOR COLLEGE	Padada, DVO-S	(1967)		PSec		
ST. NICHOLAS CLINIC SCHOOL OF MIDWIFERY	Cabanatuan City, NE					
ST. PAUL ACADEMY	Bantayan, CBU			PSec		
ST. PAUL COLLEGE	San Miguel, BUL	1938	1,078	PSec	10,000	
ST. PAUL COLLEGE	Quezon City, RZL	1946		PSec	7,056	
ST. PAUL COLLEGE OF ILOCOS SUR	Vigan, ILC-S	(1955)		PSec		

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ST. PAUL COLLEGE OF MANILA	Malate, MNL	1912		PSec		PAASCU (liberal arts, commerce, nursing, high school)
ST. PAUL SCHOOL OF NURSING	Iloilo City, ILO	1946	128	P		
ST. PAUL SEMINARY	Makati, RZL	1941	20	PSec	6,996	
ST. PAUL'S COLLEGE	Damaguete City, NGS-OR	1904	1,257	PSec	20,000	PAASCU (liberal arts, education, commerce)
ST. PAUL'S COLLEGE OF TUGUEGARAO	Tuguegarao, CGN	(1953)	2,118	PSec		PAASCU (liberal arts, education, commerce)
ST. PAUL'S COLLEGE OF TACLOBAN (see Divine Word University)						
ST. PETER'S COLLEGE	Iligan City, LNO-N	(1955)		PSec		
ST. PETER'S COLLEGE	Balingasag, MIS-OR	1950	179	PNSec	7,000	
ST. PETER'S COLLEGE	Apalite, PMA			PSec		
ST. PETER'S COLLEGE	Toril, DVO-S	1948	1,356	PSec		
ST. PETER'S COLLEGE OF ORMOC	Ormoc City, LYE	1914		PSec		
ST. RITA SCHOOL	Paranaque, RZL	1964	1,854	PSec	5,721	
ST. RITA COLLEGE	St. Rita, Pampanga					
ST. RITA'S COLLEGE	Manila, MNL	(1955)		PSec		
ST. RITA'S COLLEGE	Balingasag, MIS-OR	1965	113	PSec	11,782	
ST. SCHOLASTICA'S COLLEGE	Manila, MNL	1906	1,300	PSec	31,600	PAASCU (liberal arts, education, commerce, high school, elementary)

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ST. THERESA COLLEGE	Tandag, SGO-S	1917	575	PSec	17,045	
ST. THERESA'S COLLEGE	Cebu City, CBU	1933	504	PSec	35,150	PAASCU (liberal arts, education, commerce, high school, elementary)
ST. THERESA'S COLLEGE	Quezon City, RZL	(1967)		PSec		PAASCU (liberal arts, education, commerce, high school)
ST. THERESITA'S COLLEGE	Lubuagan, KGA-AYO	(1967)		P		
ST. THERESITA'S HOSPITAL SCHOOL	Quezon City, RZL			P		
ST. VINCENT'S COLLEGE	Dipolog City, ZBA-N	(1960)		PSec		
ST. VINCENT'S SCHOOL	La Castellana, NGS-OCC			PSec		
ST. WILLIAM'S ACADEMY (St. William's College)	Tabuk, KGA-AYO	1967	401	PSec	5,000	
SAMAL INSTITUTE	Samal, DVO-N			P		
SAMAR AGRICULTURAL COLLEGE	Salcedo, E-SMR			S		
SAMAR COLLEGE	Catbalogan, W-SMR	(1950)		PNSec		
SAMAR INSTITUTE OF TECHNOLOGY (see University of Eastern Philippines)						
SAMAR NATIONAL AGRICULTURAL JUNIOR COLLEGE	Gandara, SMR					
SAMAR REGIONAL SCHOOL OF FISHERIES	Catbalogan, W-SMR	1971	696	S		
SAMAR SCHOOL OF ARTS AND TRADES	Catbalogan, W-SMR	1912	106	S		
SAMSON FASHION AND TECHNICAL INSTITUTE	Pasay City, RZL	1962		PNSec		
SAMSON TECHNICAL SCHOOL	Manila	1954				

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SAMSON VOCATIONAL ACADEMY	Davao City					
SAN AUGUSTIN TECHNICAL INSTITUTE	Valencia, BKN			PNSec		
SAN BEDA COLLEGE	San Miguel, MNL	1901	1,431	PSec	47,830	PAASCU (liberal arts, commerce, high school, elementary)
SAN CARLOS COLLEGE	San Carlos City, PGN			PNSec		
SAN CARLOS SEMINARY	Makati, RZL	1702	117	PSec		
SAN CARLOS TECHNICAL SCHOOL	San Carlos, NGS-OCC					
SAN FERNANDO TECHNICAL INSTITUTE	San Fernando, PMA	1967		PNSec		
SAN FRANCISCO JAVIER COLLEGE	Narra, PLW	1957	500	PSec		
SAN HERMINIGILDO AGRO-INDUSTRIAL SCHOOL	Lantanpan, BKN			PNSec		
SAN ILDEFONSO COLLEGE	Tanay, RZL	1947	1,598	PSec		
SAN ISIDRO COLLEGE	Malaybalay, BKN	1949	685	PSec	15,732	
SAN JOSE COLLEGE	Iloilo City, ILO	1872		PSec		
SAN JOSE COLLEGES	San Jose City, NE	1947		PNSec		
SAN JUAN DE DIOS HOSPITAL SCHOOL	Pasay City, RZL	(1956)	683	PSec	5,085	
SAN JUAN HOSPITAL SCHOOL	San Juan, RZL			PNSec		
SAN NICOLAS COLLEGE	Surigao City, SGO-N	1915	1,090	PSec		
SAN PABLO CITY NATIONAL SCHOOL OF ARTS AND TRADES	San Pablo City, LGA	1960	97	S	4,543	
SAN PABLO COLLEGES	San Pablo City, LGA	1947	3,032	PNSec	40,000	

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SAN PEDRO ACADEMY	Valencia, NGS-OR			PNSec		
SAN PEDRO COLLEGE	Davao City		968	P		
SAN PEDRO HOSPITAL SCHOOL OF NURSING	Davao City	1956		PSec		
SAN SEBASTIAN COLLEGE	Manila, MNL	1945	2,500	PSec	16,000	
SAN SEBASTIAN COLLEGE RECOLETOS	Cavite, CVE	1966	1,500	PSec		
SAN SEBASTIAN SCHOOL	Sablayan, OCC-MDO			P		
SAN VICENTE COLLEGE	Malaybalay, Bukidnon					
SAN VICENTE SCHOOL OF MIDWIFERY	Cebu City, CBU			PNSec		
STA. CATALINA COLLEGE	Sampaloc, MNL	1910	142	PSec		
STA. ISABEL COLLEGE	Manila, MNL	1932		PSec		
STA. RITA COLLEGE OF PAMPANGA	Sta. Rita, PMA	1965		PNSec	2,717	
STA. RITA HOSPITAL SCHOOL OF NURSING & MIDWIFERY	(see Scout Ramon V. Albano Memorial College)					
STA. TERESITA HOSPITAL SCHOOL OF NURSING & MIDWIFERY	Quezon City, RZL					
SCOUT RAMON V. ALBANO MEMORIAL COLLEGE (formerly Sta.Rita Hospital School of Nursing & Midwifery)	Tondo, MNL			PNSec		
SEMINARIO MAYOR DE SAN CARLOS	Cebu City, CBU	1783	144	PSec	9,350	
SEMINARIO MAYOR RECOLETOS	Baguio City, BGT	1965	44	PSec		
SEMINARIO METROPOLITANO DE SAN VICENTE FERRER	Iloilo City, ILO	1869	48	PSec	6,500	
SEMINARY OF SAINT PIUS X	Roxas City, CPZ			PSec		
SIBUYAN COLLEGES	Cajidiocan, RMN	1947	10	PNSec	5,000	
SIENNA COLLEGE	Quezon City, RZL	(1961)		PSec		

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SILAY INSTITUTE	Silay City, NGS-OCC	1967	231	PNSec	2,800	
SILLIMAN INSTITUTE (see Silliman University)						
SILLIMAN UNIVERSITY (formerly Silliman Institute)	Dumaguete City, NGS-OR	1901	5,708	PNSec	111,814	PAASCU (liberal arts, education, nursing, elementary)
SIPOCOT ST. JOHN	Sipicot, CMS-S					
SMC AGRO-TECHNICAL SCHOOL	Dumalinao, ZBA-S	1969		PNSec		
SOGOD NATIONAL TRADE SCHOOL	Sogod, S-LYE					
SORSOGON COMMUNITY COLLEGE	Sorsogon, SGN					
SORSOGON SCHOOL OF ARTS AND TRADES	Sorsogon, SGN			S		
SOUTH PACIFIC ACADEMY	Tandag, SGO-S			PNSec		
SOUTHEASTERN COLLEGE	Padada, DVO-S	1951	109	PNSec	25,979	
SOUTHEASTERN COLLEGE	Pasay City, RZL	1947		PNSec		
SOUTHERN BAPTIST COLLEGE	M'lang, N-CBO	(1961)		PSec	16,592	
SOUTHERN CAPITOL COLLEGES	Oroquieta City, MIS-OCC	1959	700	PNSec		
SOUTHERN CHRISTIAN COLLEGE	Midsayap, N-CBO	(1963)		PSec		
SOUTHERN CITY COLLEGES	Zamboanga City, ZBA-S	1946		PNSec	10,558	
SOUTHERN COLLEGE (see University of Southern Philippines Foundation)						
SOUTHERN ISLAND COLLEGES	General Santos City, S-CBO	1953	966	PNSec		
SOUTHERN ISLAND HOSPITAL SCHOOL OF NURSING	Cebu City, CBU					

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SOUTHERN LUZON COLLEGES	San Pablo City, LGA	1968	956	PNSec		
SOUTHERN MASBATE ROOSEVELT COLLEGES	Placer, MBI	1951	630	PNSec	3,223	
SOUTHERN MINDANAO ACADEMY	Bayugan, AGN-S	1969	104	PNSec	3,580	
SOUTHERN MINANAO COLLEGES	Pagadian City, ZBA-S	(1961)	2,063	PNSec		
SOUTHERN NEGROS COLLEGE	Binalbagan, NGS-OCC			PNSec		
SOUTHERN PACIFIC COLLEGE	Lopez, QZN	1947	1,033	PNSec	2,000	
SOUTHERN SAMAR SCHOOL OF ARTS & TRADES	Guiuan, E-SMR					
SOUTHERN SAMAR AGRICULTURAL COLLEGE	Salcedo, E-SMR					
SOUTHERN SAMAR SCHOOL OF ARTS & TRADES	Guiuan, E-SMR					
SOUTHERN TAGALOG TECHNICAL INSTITUTE	Lucena City, QZN					
SOUTHERN TECHNICAL INSTITUTE	Cagayan de Oro, MIS-OR	1971	1,954	P	1,797	
SOUTHWEST COAST ACADEMY	Badian, CBU			PNSec		
SOUTHWESTERN UNIVERSITY (formerly Southwestern Colleges)	Cebu City, CBU	1946	10,204	PNSec	26,060	
SPEAKER DANIEL Z. ROMUALDEZ MEMORIAL HOSPITAL SCHOOL OF NURSING (see Daniel Z. Romualdez Memorial Hospital School of Nursing)						
STELLA MARIS COLLEGE	Oroquieta City, MIS-OCC	1936	768	PSec	8,781	
STELL MARIS COLLEGE	Quezon City, RZL	1955	163	PSec	5,777	
SULTAN DIAMPULAN COLLEGE	Marawi City, LNO-S	1967		PNSec	772	
SUMUROY AGRO-INDUSTRIAL SCHOOL	Palapag, N-SMR					

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SURIGAO DEL NORTE SCHOOL OF ARTS AND TRADES	Surigao City, SGO-N	1969	899	S		
SURIGAO MEDICAL CENTER	Surigao City, SGO-N					
SURIGAO NATIONAL AGRICULTURAL SCHOOL	SGO-S		72			
T. DEL ROSARIO ACADEMY	Balanga, BTN	1950	333	PNSec	5,486	
TACLOBAN CATHOLIC INSTITUTE (see Divine Word University)						
TAGBILARAN COLLEGE OF THE HOLY SPIRIT (formerly Tagbilaran St. Joseph's College)	Tagbilaran City, BHL	(1955)				
TAGGAT TECHNICAL INSTITUTE	Claveria, CGN					
TAGKAWAYAN HIGH SCHOOL	Tagkawayan, QZN	1965		PNSec		
TAMONDONG-EUGENIO GENERAL HOSPITAL	Tacurong, CBO					
TANAUAN INSTITUTE	Tanauan, BGS	1920		PNSec		
TANCHULING SCHOOL OF MIDWIFERY	Legaspi City, ABY					
TANJAY COLLEGE (formerly Tanjay Jr. College)	Tanjay, NGS-OR	1952		PNSec	15,518	
TANON ACADEMY	San Carlos City, NGS-OCC	1952	481	PNSec		
TARIO-LIM MEMORIAL ANTIQUE SCHOOL OF FISHERIES	Tibiao, ATQ	1955	68	S		
TARLAC COLLEGE OF TECHNOLOGY (formerly Tarlac School of Arts & Trades and Tarlac National Agricultural School)	Tarlac, TLC	1965	2,000	S	1,474	
TAYABAS WESTERN COLLEGE (formerly Tayabas Western Academy)	Candelaria, QZN	1928	175	PNSec	6,000	
TEACHERS COLLEGE	Tacloban City, LYE			PNSec		

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TECHNICRAFT INSTITUTE	Manila	1958		PNSec		
TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES	Quiapo, MNL	1962	1,285	PNSec	20,000	
Technological University of the Philippines (formerly Philippine College of Arts and Trades)	Ermita, MNL	1905	4135	S	20,000	
TEJERO INSTITUTE	Cagayan de Oro City, MIS-OR	1969	178	PNSec		
THE GREAT PLEBIAN (see Great Pleblan College)						
TIBURCIO TANCIHCO MEMORIAL VOCATIONAL SCHOOL	Calbayog City, W-SMR					
TOLEDO GULLAS COLLEGE	Toledo City, CBU	1962		PNSec		
TOMAS CLAUDIO MEMORIAL COLLEGE	Morong, RZL	1950	780	PNSec		
TOMAS OPPUS COMMUNITY COLLEGE	San Isidro, S-LYE					
TORIL COMMUNITY EDUCATIONAL INSTITUTION	Davao City	1900	146	PNSec		
TORRALBA SECRETARIAL AND FASHION SCHOOL	Iligan City, LNO-N	1946		PNSec		
TRINITY COLLEGE OF QUEZON CITY	Quezon City, RZL	1963	2,090	PSec	21,360	ACSC-AA (liberal arts
TRINITY EDUCATIONAL INSTITUTION (Trinity General Hospital School of Nursing)	Sta. Ana, MNL					
TUGAYA INSTITUTE	Tugaya, LNO-S			PNSec		
U.M. BANSALAN JUNIOR COLLEGE	Bansalan, DVO-S	1962	143	PNSec	6,206	
U.M. DIGOS COLLEGE	Digos, DVO-S	(1953)	1,285	PNSec		
U.M. GUIANGA INSTITUTE (Junior College)	Tugbuk, DVO-S		16	PNSec		
U.M. ILANG-TIBUNGCO JUNIOR COLLEGE	Davao City	1951	492	PNSec	3,495	
U.M. PANABO JUNIOR COLLEGE	Panabo, DVO-N	1951	310	PNSec		

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
U.M. TAGUM JUNIOR COLLEGE	Tagum, DVO-N	(1959)	1,586	PNSec		
UNCIANO GENERAL HOSPITAL	Manila					
UNDERWOOD BUSINESS INSTITUTE	Manila, MNL	1923	2,275	PNSec	2,002	
UNION CHRISTIAN COLLEGE	San Fernando. LU	1920		PNSec		
UNION COLLEGE	Sta. Cruz, LGA	1947	1,057	PNSec		
UNION COLLEGE OF MINDANAO	Pikit, N-CBO			PSec		
UNITED DOCTOR'S MEDICAL CENTER SCHOOL OF NURSING	Quezon City, RZL					
UNIVERSAL RADIO INSTITUTE	Cebu City, CBU					
UNIVERSAL TECHNICAL INSTITUTE	Cebu City	1963		PNSec		
UNIVERSITY OF BAGUIO (formerly Baguio Technical and Commercial College)	Baguio City, BGT	1948	9,400	PNSec	36,000	PACU-COA (education)
UNIVERSITY OF BOHOL (formerly Rafael Palma College)	Tagbilaran City, BHL	(1947)		PNSec		PACU-COA (liberal arts, education, commerce)
UNIVERSITY OF EASTERN PHILIPPINES (formerly Catarman Agricultural School, Catarman Farm School, and Samar Institute of Technology; also known as Pamantasan Ng Silanganing Pilipinas)	Catarman, N-SMR	1918	2,897	S	9,032	
UNIVERSITY OF ILOILO (formerly Iloilo City College)	Iloilo City, ILO	1947	6,283	PNSec		
UNIVERSITY OF MANILA	Sampaloc MNL	1913	10,695	PNSec	29,990	
UNIVERSITY OF MINDANAO (formerly Mindanao Colleges)	Davao City	1946	5,738	PNSec	49,770	
UNIVERSITY OF NEGROS OCCIDENTAL-RECOLETOS (formerly Occidental Negros Institute)	Bacolod City, NGS-OCC	1941	5,700	PSec	32,200	
UNIVERSITY OF NORTHEASTERN PHILIPPINES (formerly Mabini Memorial College and Mabini Memorial School)	Iriga City, CMS-S	1948	5,000	PNSec		

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
UNIVERSITY OF NORTHERN PHILIPPINES (formerly Northern Luzon School of Arts & Trades; also known as Pamantasan Ng Hilagang Pilipinas)	Vigan, ILC-S	1910	2,171	S	2,846	
UNIVERSITY OF NUEVA CACERES (formerly Nueva Caceres Colleges)	Naga City, CMC-S	1948	5,845	PNSec	41,000	
UNIVERSITY OF PANGASINAN (formerly Dagupan Colleges and Dagupan Junior College)	Dagupan City, PGN	1925	15,700	PNSec	59,730	
UNIVERSITY OF PANGASINAN SCHOOL OF FISHERIES	Alaminos, PGN			PNSec		
UNIVERSITY OF ST. ANTHONY (formerly St. Anthony's Academy and St. Anthony's College)	Iriga City, CMS-S	1947	1,700	PNSec	50,200	
UNIVERSITY OF SAN AGUSTIN (formerly Colegio de San Agustin)	Iloilo City, ILO	1904	8,000	PSec	58,299	PAASCU (liberal arts)
UNIVERSITY OF SAN CARLOS	Cebu City, CBU	1595	8,680	PSec	151,000	PAASCU (liberal arts, commerce, engineering)
UNIVERSITY OF SANTO TOMAS	Manila, MNL	1611	38,856	PSec	261,638	
UNIVERSITY OF SOUTHERN MINDANAO (formerly Mindanao Institute of Technology)	Kabacan, S-CBO	1954	3,603	S	17,050	
UNIVERSITY OF SOUTHERN PHILIPPINES FOUNDATION (formerly Southern College)	Cebu City, CBU	1927	5,000	PNSec		
UNIVERSITY OF THE CITY OF MANILA (see Pamantasan ng Lungsod ng Maynila)						
UNIVERSITY OF THE EAST	Manila, MNL	1946	66,000	PNSec	145,660	
UNIVERSITY OF THE EAST-CALOOCAN CAMPUS	Caloocan City, RZL			PNSec		
UNIVERSITY OF THE EAST-RAMON MAGSAYSAY MEMORIAL MEDICAL CENTER	Quezon City, RZL	1956	1,060	PNSec	16,948	

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NAME OF INSTITUTION	LOCATION (CITY AND/OR PROVINCE)	YEAR FOUNDED or PROGRAM RECOGNIZED	STUDENT ENROLLMENT	TYPE	LIBRARY VOLUMES	ACCREDITATION
UNIVERSITY OF THE EAST-SCHOOL OF MUSIC AND ARTS	Quezon City, RZL	1964	497	PNSec		
UNIVERSITY OF THE PHILIPPINES (also known as Pamantasan Ng Pilipinas)		1908	21,890	S	1,038,000	
-BAGUIO CAMPUS	Baguio City, BGT					
-CEBU CAMPUS	Cebu City, CBU					
-CLARK AIR BASE CAMPUS	Angeles City, PMA					
-EXTENSION	Manila, MNL					
-ILOILO CAMPUS	Iloilo City, ILO	1947	1,064		26,500	
-LOS BANOS CAMPUS	Los Banos, LGA					
-MAIN CAMPUS	Quezon City, RZL	1910	16,400		678,000	
-PADRE FAURA CAMPUS	Padre Faura, MNL	1952			37,374	
TACLOBAN CAMPUS	Tacloban City, LYE					
UNIVERSITY OF THE VISAYAS	Cebu City, CBU	1919	11,841	PNSec	49,000	
URDANETA COMMUNITY COLLEGE	Urdaneta, PGN					
URIOS COLLEGE	Butuan City, AGN	1900	1,090	PSec		
VALENCIA JUNIOR COLLEGE	Siquijor, NGS-OR			PNSec		
VALIENTE TECHNICAL SCHOOL (formerly Naga Technical School)	Naga City, CMS-S					
VELEZ COLLEGE	Cebu City, CBU	1966	3,781	PNSec	9,660	
VICTOR R. MEDINA JUNIOR COLLEGE (Victor Medina College)	Parañaque, RZL			PNSec		
VICTORY BUSINESS SCHOOL	Bacolod City, NGS-OCC					
VILLASIS COMMUNITY COLLEGE	Villasis, PGN					

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VILLAVERDE ACADEMY	San Nicolas, PGN	1949		PSec		
VIRGEN DE LOS REMEDIOS HOSPITAL SCHOOL	San Fernando, PMA			PNSec		
VIRGEN MILAGROSA SCHOOL OF NURSING AND MIDWIFERY (Virgen Milagrosa Educational Institution)	San Carlos City, PGN	1957	716	PSec		
VISAYAN CENTRAL COLLEGE	Iloilo City, ILO	(1953)		PNSec		
VISAYAN TECHNICAL SCHOOL	Tacloban, LYE					
VISAYAS AGRICULTURAL COLLEGE	Baybay, LYE	1924	835	S	13,000	
V.S. VILLAMOR COLLEGE	Cebu City, CBU	(1964)				
WESLEYAN UNIVERSITY-PHILIPPINES	Cabanatuan City, NE					
WEST NEGROS COLLEGE	Bacolod City, NGS-OCC	1948	6,587	PNSec	11,000	
WEST VISAYAS STATE COLLEGE	Iloilo City, ILO	1924	1,618	S	25,000	
WESTERN COLLEGES	Naic, CVE		180	PNSec		
WESTERN INSTITUTE OF TECHNOLOGY	Iloilo City, ILO	1957	4,702	PNSec	14,254	
WESTERN LEYTE JUNIOR COLLEGE (Western Leyte College)	Ormoc City, LYE	1945	1,251	PNSec	12,000	
WESTERN PANGASINAN TECHNICAL INSTITUTE	Alaminos, PGN					
WESTERN PHILIPPINE COLLEGES	Batangas City, BGS	(1952)	2,841	PNSec		
WESTERN VISAYAS COLLEGE OF FISHERIES	Estancia, ILO	1956	64	S		
WESTERN VISAYAS REGIONAL TRAINING HOSPITAL SCHOOL OF NURSING	Zamboanga City, ZBA-S					
XAVIER UNIVERSITY (formerly Ateneo de Cagayan)	Cagayan de Oro City, MIS-OR	1933	4,322	PSec	66,700	PAASCU (liberal arts, education, high school)
YUJUICO TECHNICAL INSTITUTE	Quezon City, RZL	1963		PNSec		

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ZAMBALES NATIONAL AGRICULTURAL SCHOOL	San Marcelino, ZBS			S		
ZAMBOANGA A.E. COLLEGES	Zamboanga City, ZBA-S	1948	3,226	PNSec	11,000	
ZAMBOANGA DEL NORTE AGRICULTURAL COLLEGE	Liloy, ZBA-N			S		
ZAMBOANGA GENERAL HOSPITAL SCHOOL OF NURSING	Zamboanga City, ZBA-S					
ZAMBOANGA NORMAL SCHOOL (see Zamboanga State College)						
ZAMBOANGA SCHOOL OF ARTS AND TRADES	Zamboanga City, ZBA-S			S		
ZAMBOANGA STATE COLLEGE (formerly Zamboanga Normal School)	Zamboanga City, ZBA-S	1918	1,150	S	23,737	
ZAMORA MUSIC SCHOOL	Cagayan de Oro City,MIS-OR	1955	45	PNSec		
ZARAGOZA COLLEGE	Tayung, PGN	1947	994	PNSec	13,230	

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